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ABSTRACT

Operation Success at Wichita State University provides a supportive framework for assisting disadvantaged students in successfully completing their college education. It is organized in three complementary components; (1) tutorial, (2) cultural enrichment activities, and (3) research and evaluation. This report thoroughly outlines the organization and objectives of the program as well as its components. It provides demographic information on program participants and results of surveys which measure participant perception of the various aspects of the program. Responses were varied and primarily positive. The report closes with a photo album of Operation Success students, staff, and tutors. (LHW)

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OPERATION SUCCESS

Program Overview and Performance

Summer 1986
Spring 1986
Fall 1985

by
Deema de Silva
Director

The Wichita State University

1986

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INTRODUCTION

The seventh Program Overview and Performance Report of Operation Success provides a detailed analysis of program data. This report covers the Fall 1985, spring 1986 and Summer 1986 academic semesters.

The organizational framework of Operation Success consists of three components: the Tutorial Component, the Cultural Enrichment Activities Component and the Research and Evaluation Component. As seen in the illustration on page one, the three components of Operation Success are complementary. Together the components provide a supportive framework for assisting disadvantaged students in successfully completing their college education.

The Tutorial Component is the backbone of the program through which individualized tutoring is made available to enrollees. The Cultural Component sponsors activities, to foster cultural respect and appreciation providing students with extra-curricular learning experiences. The Research and Evaluation Component collects and analyzes both quantitative and qualitative data to facilitate formulation of effective strategies to best serve the disadvantaged student.

I want to express my appreciation to Clara Freund, our Graduate Research Assistant, for her untiring and conscientious efforts in making yet another publication possible, Hercilia Recinos, Program Secretary for her efficient and accurate typing, and Tutor-Advisors, too many to mention, who contributed their creative and analytical skills. Their efforts throughout the various stages of preparing this seventh annual report have been most valuable.

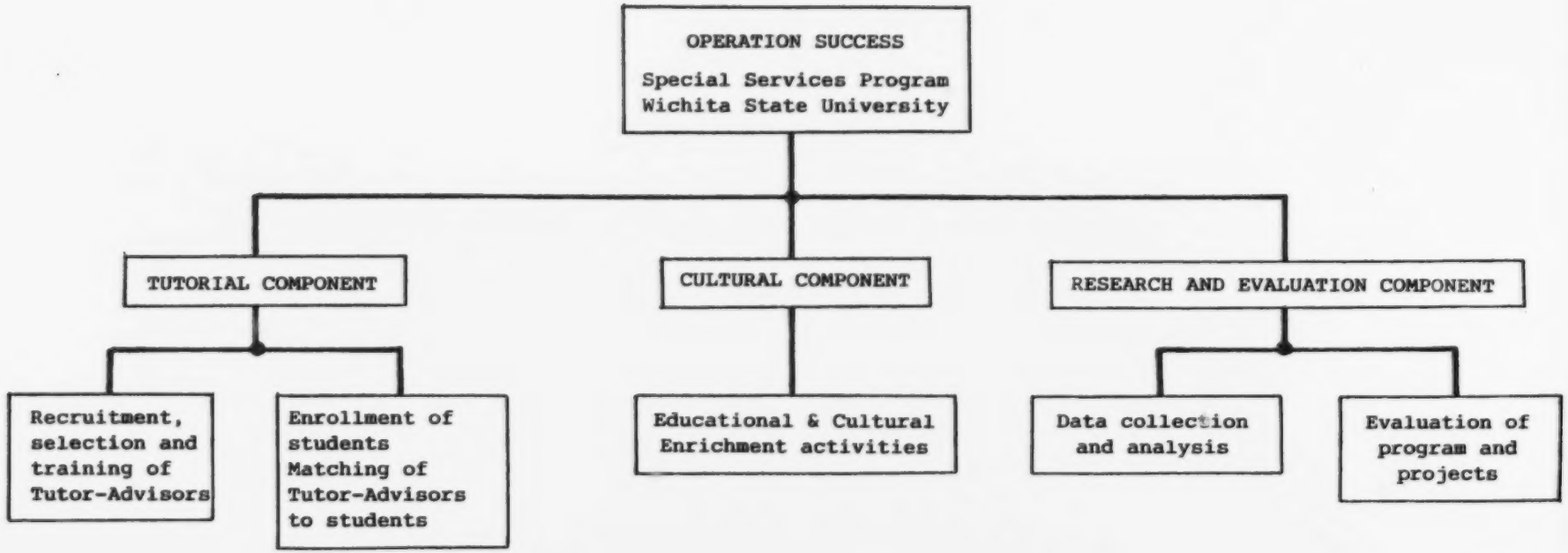
Deema de Silva

Deema de Silva
Director

PART I

PROGRAM OBJECTIVES AND ORGANIZATION

Model of Program
Philosophy of the Program
Operational and Unifying Principles
Goals and Objectives
Current Program Work Ideals
Present Organizational Chart
Professional Development and Training
Communication and Publicity
History of the Special Services Program
Profile of a TRIO Success
Assessment and Accountability
National TRIO Profile
Guidelines for Current Special Services Programs
Characteristics of Disadvantaged Students


OPERATION SUCCESS
Special Services Program
Wichita State University
TUTORIAL COMPONENT
CULTURAL COMPONENT
RESEARCH AND EVALUATION COMPONENT
Recruitment, selection and training of Tutor-Advisors
Enrollment of students Matching of Tutor-Advisors to students
Educational & Cultural Enrichment activities
Data collection and analysis
Evaluation of program and projects

Individualized tutoring to assist students to successfully complete course requirements, and thereby facilitate the graduation process.

Enhancement of student's learning experience through exposure to cultural and educational activities.

Data collection, statistical analysis, in-group evaluation of programs and projects to provide feedback for effective strategies to achieve program goals.

Model of Program: Deema de Silva

PHILOSOPHY OF THE PROGRAM

The Special Services Program, Operation Success, is designed to assist disadvantaged students so that they may experience academic success to graduate from Wichita State University. In order to achieve this objective, the program offers a wide range of opportunities for educational awareness through the three main components of Operation Success: the Tutorial Component, the Cultural Component, and the Research and Evaluation Component. All three components are designed to be mutually supportive.

The Tutorial Component offers the unique opportunity at Wichita State University for individualized tutoring throughout each semester. A student who requests a Tutor is matched with a member of the tutorial staff who is qualified in that particular subject area. In addition to the tutorial assistance, each tutored student is monitored for progress by his or her Tutor and evluated by the Counselors. Assistance through the Tutorial Component covers tutoring in a wide range of classes. These include English, foreign languages such as Spanish and German, Mathematics, Sciences like Chemistry and Biology, and more. Thus, students who are underprepared for some college level courses or those who request advanced course assistance obtain tutoring to successfully complete these courses.

The Tutorial Component also features counseling for students through their Tutors. Whenever appropriate, a Tutor-Advisor devotes part of the session time to peer counseling. Peer counseling entails being a good listener and empathizer in order to clarify issues in a student's life which would affect academic performance.

An integral part of the program is exposure to a variety of educational and cultural activities. The Cultural Component organizes educational visits to institutions of higher learning, and to seminars by visiting

faculty members or counselors. The major portion of this component is made up of events designed to promote cross-cultural understanding, such as ethnic food-sampler parties. An important event sponsored by Operation Success is the annual "Cultural Spring Fling." This event features music, dancing, costumes, and foods representative of many different cultures. All of these activities are designed to encourage interaction between diverse ethnic groups and provide opportunities for students to appreciate a variety of cultures.

The Research and Evaluation Component provides the statistical framework for Operation Success. The basic purpose of this component is to analyze, on a systematic basis, the on-going activities and services of the program. The analysis is used to promote increased efficiency to improve tutoring methods and to suggest improvements for the program. The data collection and analysis also assists the program to along personal and program goals.

Operational and Unifying Principles

- ★ **Promote a sense of academic achievement**
- ★ **Respect people of all cultures**
- ★ **Help one another**
- ★ **Grow in self esteem**
- ★ **Encourage open communication**
- ★ **Reserve the right to make mistakes**
- ★ **Promote personal and professional training and development**
- ★ **Manage with goals**

"Successful life is a succession of successful days."

- Dr. R. A. Kiev

Operation Success, Division of Student Affairs, The Wichita State University, Campus Box 81, (316) 689-3715.

GOALS AND OBJECTIVES

The following goals and objectives were established by Operation Success for each of the new funding years from 1984 to 1987:

1. Increase Academic Performance of Program Participants.

   A. Of the 250 participants, sixty percent (60%) will be assisted to attain and/or maintain a 2.0 or better grade point average on a 4.0 scale.

   B. Seventy percent (70%) of the participants will remain at the institution and of that sixty-five percent (65%) will graduate from the institution.

2. Provide Educational and Career Guidance and Counseling.

   A. All graduating program participants will be exposed to career and job opportunities workshops and seminars.

   B. Eighty percent (80%) of the 250 participants will receive educational or career guidance and counseling services.

3. Provide Individualized Tutoring

   A. The program will provide tutorial assistance to at least seventy-five percent (75%) of the participants and sixty percent (60%) of the tutored participants will receive a passing grade of 2.0 or better on a 4.0 scale.

4. Provide Cultural and Educational Experiences to Foster and Stimulate a Positive Attitude

   A. All program participants will be exposed to at least one educational visit or cultural activity each semester to foster academic enrichment.

5. Provide Accountability through Evaluation

   A. An analysis will be made of all program data and services and an annual report will be compiled and published ninety (90) days after each grant period.

These objectives will be reached by a number of activities enhancing each student's experiential background. The following activities will be provided by the Tutorial and Cultural-Educational Components and monitored by the Research and Evaluation Component.

Purpose	Activity
1. Assist students in need of academic support services.	Matching of each student with the appropriately qualified tutor for tutorial assistance in the course identified by the student.
2. Select Tutor-Advisors who are sensitive to the needs of their peers, are aware of the problems facing the economically disadvantaged student, can serve as role models for academic success.	Criteria for interviewing include: grade point average, past academic coursework, previous experience and overall empathetic attitude.
3. Provide professional and personal development of Tutorial staff, enhancing tutoring skills and sensitivities.	Tutor Training and Orientation each semester. Weekly tutor meetings include: speakers from campus sharing information and skill improvement; test and surveys to increase personal awareness; discussion of program activities, goals and responsibilities.
4. Provide individualized analysis of each student's academic career and personal needs.	Needs survey completed by each student during enrollment and then discussed during monthly conferences.
5. Monitor student's academic progress to determine if Program intervention or assistance is needed.	Weekly tutor contact sheets describing activity of each tutoring session for each student; any grades received recorded. Mid-semester grade report for program participants received before final drop date. Mid-semester Student-Tutor-Counselor conferences for all tutored students held before final drop date.
6. Improve each student's academic and study skills.	Contract with each student to attend one study skills workshop per semester.
7. Develop student responsibility and commitment to their academic progress.	Contract between the student and the Program with a commitment to monthly conferences and attendance at a skills building workshop. Contract between the student and the Tutor outlining individual responsibilities for successful tutoring sessions.

Purpose	Activity
	Letters of encouragement to all Program participants following semester grade analysis.
8. Maintain a caring and friendly atmosphere in which each student feels accepted and comfortable.	Staff members present a genuine concern for each student's needs and concerns.
	Magazines, daily newspapers and other publications are available each day.
9. Promote inter-cultural understanding.	Monthly newsletter conveys Program interest in student.
	Monthly food samplers celebrate a different culture throughout the year and provide an educational experience for students and lend an air to togetherness in enjoyment.
	Tutors are trained to be sensitive to students of different cultures and ethnic backgrounds.
10. Provide opportunity for student input into Program activities and personnel.	Evaluation of each tutor by his/her students.
	Program survey administered by the Counselors during each semester's final tutoring sessions.
	Exit questionnaire for students not re-enrolling in program.
11. Provide adequate referral services to Program participants.	The Counselors and the tutors in their role as peer counselors refer students to the proper campus office when problems or concerns arise.
	Academic counseling provide students with information necessary to progress successfully through the University.
12. Provide students with assistance in acquiring textbooks for required courses.	Purchase of textbooks in required classes for a limited number of students each semester.
	Textbook library maintained in the office provides a resource for textbooks for additional students. Despite the shortage of current textbooks, this library serves as reference for many classes.

Purpose	Activity
13. Provide free typewriter services to program participants for course papers, typing resumes, and practice.	Typewriter use is provided free of charge and without an appointment. A log sheet records the date and name of user.
14. Develop an administrative structure for record-keeping purposes and program accountability.	Statistical analysis of demographics. Forms for each program function. Individual student files maintained. Grade analysis by student and by tutor.

YOUR GRADES ARE SUFFERING, YOUNG LADY!
I'M JUST HAVING LOTS OF PERSONAL PROBLEMS RIGHT NOW. WEREN'T YOU EVER AN ADOLESCENT, MISS PHELPS?
OF COURSE! BUT NOT DURING CLASSTIME!

CURRENT PROGRAM WORK IDEALS

The Program concentrates on ten (10) key elements:

1. Sensitivity to the needs of each student who comes to the program seeking assistance.

2. Creation of a sense of "belonging and caring" within the organizational working of Operation Success.

3. Simple, straightforward, and effective communication within the organization.

4. Careful recruitment, selection, and training of Tutor-Advisors.

5. Involvement of staff and students in planning and decision making in order to provide academic support projects undertaken by the program.

6. Encouragement of team membership; empower others to become better players.

7. Expectation of accountability from each staff member.

8. Implementation of Management by Objectives (MBO) and clarification of functions.

9. Management of conflict effectively.

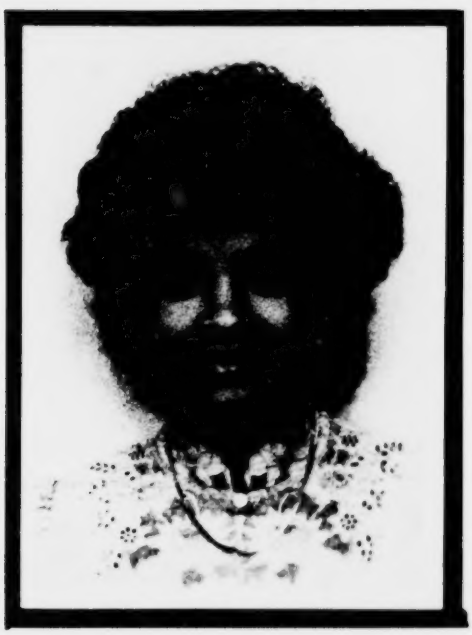
10. Continuous evaluations of projects and programs to formulate effective strategies to best serve the students enrolled in Operation Success.

The future needs of the disadvantaged college student will be continually assessed by constant interaction with the students themselves. The Director, Assistant Director/Program Counselor, Program Counselor, and the Program Secretary will interact with students, participating in all activities of the Tutorial Component, Cultural Component, and the Research and Evaluation Component. Additionally, all staff members will participate in campus wide activities offering their support and sharing their expertise with all Wichita State University students. These involvements will assist in the personal and professional development of the staff members, giving the program an opportunity to be visible and accountable.

Deema de Silva
Director
Operation Success

Lee Starkel
Assistant Director
Operation Success

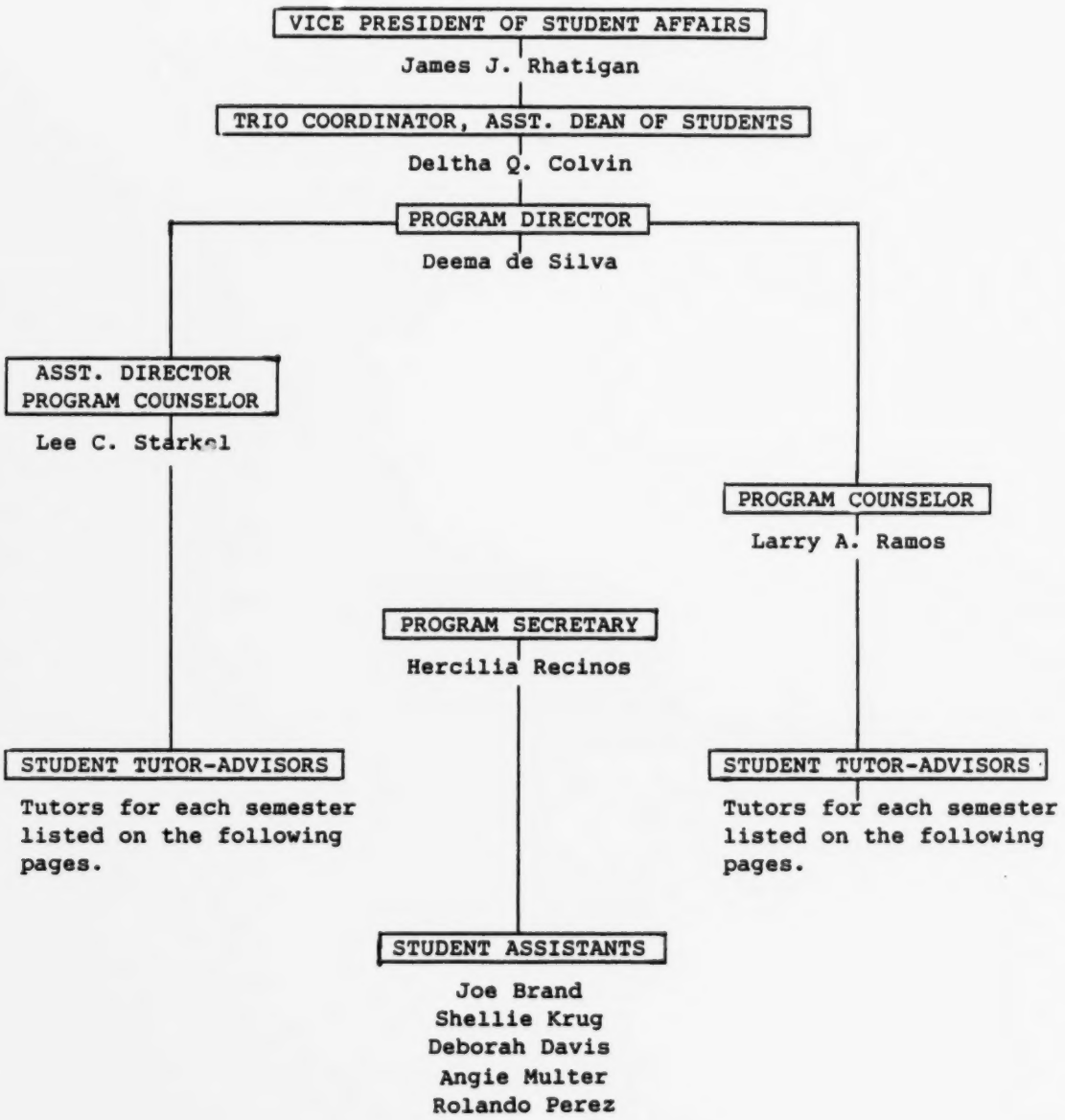
Larry Ramos
Program Counselor
Operation Success



Hercilia Recinos
Secretary
Operation Success

PRESENT ORGANIZATIONAL CHART

Operation Success functions with the knowledge that in order to serve the changing needs of the special student, it needs a well-qualified and motivated staff. This involves careful advance planning by the Director, Assistant Director/Program Counselor, Program Counselor, and Program Secretary. The organization, as shown below, has proven to be effective in achieving this goal and will continue to be used.



TUTORS OF FALL 1985

Operation Success hired 17 tutors in the Fall to meet the needs of its students. The following were members of the Fall 1985 tutorial staff.

Name	Area of Tutoring	Semester of Tutoring
Lonna Bockelman	Mathematics, Accounting, Psychology, Sociology	First
Saleh Chakaroun	Computer Science, Mathematics, Physics, French, Engineering	Fourth
Khoder Farhat	Mathematics, Physics, Statistics, Chemistry, French, Mechanical Engineering	Seventh
David Frerichs	English, German	Fifth
Jamal Ghanoui	Mathematics, Physics, Chemistry, Statistics, Mechanical and Aeronautical Engineering	Fourth
Jay Graham	Computer Science, Math, Chemistry	Second
Kim Hamilton	Mathematics	First
Meer Hossain	Computer Science, Mathematics, Physics, Statistics, Aeronautical and Electrical Engineering	Fourth
Stanley May	Biology, Chemistry	First
Sherridyn Myers	English, Spanish	Second
Alan Pinto	Accounting, Business Administration	Adjunct
Faeq Shaikh	Mathematics, Aeronautical Engineering	Twelfth
Dinesh Sharma	Computer Science, Mathematics, Physics	Ninth
Leoni Stone	Economics, Statistics	Adjunct
Bill Unsderfer	Biology, Chemistry	Fourth
Darlene Williams	Accounting, Mathematics	First
Angela Ziba	Mathematics, Computer Science	First

TUTORS OF SPRING 1986

Fourteen tutors were hired in the spring to provide assistance to Operation Success students. Below are the tutors for Spring 1986.

Name	Area of Tutoring	Semester of Tutoring
Lonna Bockelman	Mathematics, Psychology, Sociology, Engineering	Second
Saleh Chakaroun	Computer Science (Fortran only), Mathematics, French, Engineering, Physics	Fifth
David Frerichs	English, German	Sixth
Jamal Ghanoui	Mathematics, Physics, Mechanical Engineering, Chemistry (if needed)	Fifth
Meer Hossain	Mathematics, Physics, Aeronautical and Mechanical Engineering	Fifth
Sherridyn Myers	Spanish, French, English	Third
Hao Nghiem	Accounting, Business Administration, Economics, Mathematics, French	Second
Alan Pinto	Accounting, Economics, Finance, Mathematics (if needed)	Second
Faeq Shaikh	Mathematics, Engineering	Thirteenth
Dinesh Sharma	Computer Science, Mathematics, Physics, Engineering core	Tenth
William Unsderfer	Biology, Chemistry	Fifth
John Wuu	Biology, Chemistry, Mathematics	First
Ali Youssef	Mathematics, Physics, Computer Science	First
Angela Ziba	Computer Science, Mathematics	Second

TUTORS OF SUMMER 1986

Below is the list of ten tutors who were hired this semester to provide tutorial assistance to Operation Success students.

Name	Area of Tutoring	Semester of Tutoring
Lonna Bockelman	Math, Psychology, Sociology, Engineering	Third
Steve Chakron	Computer Science (Fortran), Math, French, Physics, Engineering	Sixth
Jamal Ghanoui	Math, Mechanical Engineering (Chemistry if needed)	Sixth
Meer Hossain	Math, Physics, Aeronautical and Mechanical Engineering	Sixth
Sherridyn Myers	Spanish, French, English	Fourth
Alan Pinto	Accounting, Economics, Finance, (Math if necessary)	Third
Faeq Shaikh	Math, Engineering	Fourteenth
Dinesh Sharma	Computer Science, Math, Physics, Engineering	Eleventh
Deidre Strohm	English, Journalism	First
Bill Unsderfer	Chemistry, Biology	Fifth

PROFESSIONAL DEVELOPMENT AND TRAINING

The importance of participation in national, regional, and local activities is emphasized at Operation Success. Staff members attend and make presentations at conferences, workshops, and academic and civic functions. These activities provide an opportunity for the staff to keep up-to-date on educational trends and the needs of the population that is served by Operation Success. These activities also allow the program to remain visible in academic and community affairs.

The following are the professional activities and contributions of Deema de Silva, Director, during the 1985-1986 academic year.

ACADEMIC AWARDS AND HONORS

1986	Listed in Who's Who of American Women.

TEACHING AND PROFESSIONAL EXPERIENCE

April, 1986	Consultant for Donnelly College, Kansas City, Kansas.

PUBLICATIONS AND RESEARCH PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL CONVENTIONS

November 11, 1985	"A Bi-cultural Experience in Simulation", Presented at the Eleventh Annual Conference of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), on "Educational Opportunity: Endowment for the Future", The Abbey on Lake Geneva, Fontana, Wisconsin.
April, 1986	Inclusion in the Educational Research Information Center (ERIC) Clearinghouse on Urban Education, Operation Success: A Tutor Handbook for TRIO Programs, 1985, 70 p., Columbia University, New York: UD 024 819.
April 10, 1986	"Manager's Rap", presented at Missouri-Kansas-Nebraska (MO-KAN-NE) Chapter of MAEOPP Spring Conference, "Quality Education: Whose Responsibility Is It", Kansas City, Missouri.

April 21, 1986 — "The 'New' Director's Exchange", Invited Speaker at the Third Annual Joint Conference of the Indiana and Ohio Chapters of MAEOPP, "New Directions: Where Do We Go From Here", Omni Netherland Plaza, Cincinnati, Ohio.

COORDINATION AND PRESENTATIONS FOR ACADEMIC AND CIVIC AFFAIRS

November 17, 1985 — "Risk Taking and Women in Business", Invited Speaker at the meeting of the Association Internationale des Etudiants en Sciences Econmiques et Commerciales, The Wichita State University, Wichita, Kansas.

December 2, 1985 — Lecturer on Transcultural Communication and International Relations, one segment in Peace and War Class, Liberal Arts Course, Cat. No. 229A, The Wichita State University, Wichita, Kansas.

February 4, 1986 — "Intercultural Competence and the American Businessman", Guest Speaker in International Marketing, Business Course, Cat. No. 601, The Wichita State University, Wichita, Kansas.

February 10, 1986 — "Managing International Cultural Communication", Guest Speaker in Comparative and International Management, Business Course, Cat. No. 683, The Wichita State University, Wichita, Kansas.

March, 1986 — Program Proposal Sub-Committee Chair for the Twelfth Annual Mid-America Association of Educational Opportunity Program Personnel (MAEOPP) Conference held November 8-12, The Abbey on Lake Geneva, Fontana, Wisconsin.

March 5, 1986 — "Global Understanding through Cross Cultural Communication", Guest Speaker in International Women's Agenda, Liberal Arts Course, Cat. No. 580I, The Wichita State University, Wichita, Kansas.

April 10, 1986 — Moderator, "Motivation and Leadership Strategies for Hispanic Students", Missouri-Kansas-Nebraska (MO-KAN-NE) Chapter of MAEOPP Spring Conference, "Quality Education: Whose Responsibility Is It", Kansas City, Missouri.

April 12, 1986 — Presenter of a Program on Sri Lanka for the Zonta International Area Meeting, Airport Hilton, Wichita, Kansas.

April 30, 1986 — Presenter on Sri Lanka, "International Foods for Thought", Linwood Senior Center, Wichita, Kansas.

May 22-24, 1986	Member of Conference Committee, Mid-America Association of Educational Opportunity Program personnel (MAEOPP) Professional Development Workshop, "Building Skills in Instruction, Counseling and Administration: Academic Challenge IV", McCormick Center Hotel, Chicago, Illinois.

PARTICIPATION IN ACADEMIC AND CIVIC AFFAIRS

April 30, 1986	"How To Get Results With People", Seminar at Airport Hilton, Wichita, Kansas.

OFFICES HELD

1986-1987	Southeastern Regional Director, Independent Scholars of Asia (ISA).

The following are the professional development activities of Lee Starkel, Assistant Director/Program Counselor during the 1985-86 academic year.

PUBLICATIONS AND RESEARCH PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL CONVENTIONS

April 10, 1986	"The Political is Personal: Organizing a Grass Roots Demonstration", co-Presented at the Missouri-Kansas-Nebraska (MO-KAN-NE) Chapter of MAEOPP Spring Conference, "Quality Education: Whose Responsibility Is It", Kansas City, Missouri.

COORDINATION AND PRESENTATIONS FOR ACADEMIC AND CIVIC AFFAIRS

March 28-May 2, 1986	Project Director, Kansas Committee for the Humanities Grant for the Kay Closson Women Writing Series received by The Wichita State University's Friends of Women's Studies.
August 23, 1986	Workshop Review Coordinator for Women's Fair, Wichita, Kansas.

PARTICIPATION IN ACADEMIC AND CIVIC AFFAIRS

October 18, 1985	Associated Students of Kansas Conference, "Minority Students: Issues and Solutions", Washburn University, Topeka, Kansas.
November 10-13, 1985	Annual Conference of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), "Educational Opportunity: Endowment for the Future", The Abbey, Fontana, Wisconsin.
May 20-22, 1986	Training Conference, "Critical Perspectives on Advancing Literacy: Issues and Strategies for TRIO Personnel", Marquette University, Chicago, Illinois.
May 22-25, 1986	Mid-America Association of Educational Opportunity Program Personnel Professional Development Workshop, "Building Skills in Instruction, Counseling, and Administration: The Academic Challenge", Chicago, Illinois.

The following are the professional activities of Larry Ramos, Program Counselor during the 1985-1986 academic year.

PUBLICATIONS AND RESEARCH PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL CONVENTIONS

April 10, 1986	"The Political is Personal: Organizing a Grass Roots Demonstration", co-Presented at the Missouri-Kansas-Nebraka (MO-KAN-NE) Chapter of MAEOPP Spring Conference, "Quality Education: Whose Responsibility Is It", Kansas City, Missouri.

PARTICIPATION IN ACADEMIC AND CIVIC AFFAIRS

October 18, 1985	Associated Students of Kansas Conference, Minority Students: Issues and Solutions", Washburn University, Topeka, Kansas.
November 10-13, 1985	Annual Conference of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), "Educational Opportunity: Endowment for the Future", The Abbey, Fontana, Wisconsin.
April 2, 1986	Career Fair, Wichita South High School, Wichita, Kansas.
April 6-9, 1986	Association on Handicapped Student Services Programs in Post-Secondary Education. "Serving the Learning Disabled Student in Higher Education", St. Louis, Misssouri.

April 25, 1986	Hispanic Leadership Training and Career Development Day, Kansas Advisory Committee on Mexican American Affairs, Labette County Community College, Parsons, Kansas.
May 20-22, 1986	Training Conference, "Critical Perspectives on Advancing Literacy: Issues and Strategies for TRIO Personnel", Marquette University, Chicago, Illinois.
May 22-25, 1986	Mid-America Association of Educational Opportunity Program Personnel Professional Development Workshop, "Building Skills in Instruction, Counseling, and Administration: The Academic Challenge", Chicago, Illinois.

On the following pages are the summaries and perceptions of the Assistant Director, Lee Starkel, and Program Counselor, Larry Ramos, on their professional activities during the past year. Also included is the presentation, "The Political is Personal: Organizing a Grass Roots Demonstration", made by them at Missouri-Kansas-Nebraska Chapter of MAEOPP Spring Conference.

Minority Youth and Student Issues Conference

October 18-19, 1985

Operation Success took three students to the first Minority Youth and Student Issues Conference. The conference was sponsored by the Associated Students of Kansas and Washburn University of Topeka on October 18th and 19th. The conference was "based on the need for direct information from minority youth and students of Kansas relating to problems and concerns they face each day."

The conference included educational workshops dealing with issues concerning Higher Education, Public Education, Social Development, Community Membership, and Leadership. State and university heads conducted the workshops which were geared at generating input on these issues from the students.

There was a luncheon and dinner with guest speakers from Washburn University and Haskell Indian College addressing minority student concerns. One of Operation Success' students, Darius Smith, served as the Master of Ceremonies at the luncheon. Another Operation Success student, Demetrius Dawson, was a group facilitator for the Social Development workshop.

Most of our group departed the conference on Friday, but Darius and Demetrius participated in the formation of select committees to make recommendations on student issues on Saturday.

Operation Success knows these types of conferences are vital to the state's minority student development and preparation for the future planning of minority student conferences, possibly here at The Wichita State University.

by Lee Starkel and Larry Ramos

Professional Experiences from the MAEOPP Conference at The Abbey - November 10-13, 1985

Attending the MAEOPP conference at Lake Geneva was a valuable component in my professional development as Assistant Director. The conference was particularly valuable in two critical ways:

1. It was an introduction to the broader scope and philosophy of the educational opportunity ideal which is the basis for all TRIO programs. My understanding of the impact of federal politicking and federal regulations on educational opportunity programs such as ours was deeply influenced by the speakers. It became crystal clear to me of the importance of lobbying and other politically focused activities at all levels of government. Our students and their futures are dependent on our programs continuing to be supported.

2. It provided an opportunity to "network" with other professionals. Sharing problems as well as ideas with other program personnel gave me insight into our program--both its past and future. By talking with representatives from "younger" programs, I gained a better understanding of how Operation Success has developed. Ideas generated during small group exchanges gave me a clearer vision of future potentials; for example, increased institutional support. This networking also provides the basis for a support system of peers in the region.

The MAEOPP conference was an intense and exhilarating learning experience. I was impressed by the articulate, committed professionals who make up MAEOPP. I believe it has given me a knowledgeable foundation for my professional development which I hope will, in turn, strengthen Operation Success' service to Wichita State University and its students.

by Lee Starkel

Professional Experiences at the MO-KAN-NE Meeting

April 9-11, 1986 - Kansas City, Missouri

Attending the MO-KAN-NE meeting from April 9-11, 1986, presented me with another opportunity to grow and learn professionally. The experiences which contributed to my professional development include the following:

1. A proposal submitted to MO-KAN-NE to present a session with my fellow Program Counselor, Larry Ramos, was accepted. This was our first opportunity to coordinate and lead a session in the association's organization. Putting the session together was an excellent learning experience and the session itself was received very positively. The audience evaluations rated the presentation very highly. It was very rewarding for this first experience in presenting information to my professional peers to be so well received.

2. The MO-KAN-NE meeting was a natural extension to the meeting of MAEOPP, the regional organization, in November, 1985. The MO-KAN-NE business meeting acquainted me to the organization and procedures of the state association. I was also able to understand how the structure between the state and regional organizations operated. It was a very positive experience to listen to the discussion about issues pertinent to the association and to my program.

3. One of the most important aspects of attending any conference is the exchange of information with one's peers. The people active in MAEOPP and MO-KAN-NE are creative and energetic professionals. Sharing ideas and information comes naturally to the group of people involved in MO-KAN-NE. The conference coordinators had scheduled a 2½ hour session devoted to a professional exchange between counselors. This session was particularly helpful for gathering new ideas as well as for comparing programs. It also afforded me the opportunity to network with my peers at other regional

institutions, establishing long-term relationships which should be rewarding both personally and professionally.

Conferences are stimulating, enlightening experiences. They require time and energy in the short-term but the rewards are long-term and well worth the efforts. Attending the MO-KAN-NE meeting was very beneficial to my work in Special Services.

by Lee Starkel

Professional Experiences from the Marquette University Training Conference

and

The MAEOPP Professional Development Workshop in Chicago, Illinois - May 20-24, 1986

For five days in Chicago, I was inundated with information and ideas useful for Special Services at Wichita State. I attended two back-to-back professional development workshops geared toward providing participants with strategies for advancing literacy and enhancing counseling and retention among students in TRIO programs.

The first series of workshops organized by Marquette University was conducted by faculty from some of the nation's leading universities. They shared their expertise and ideas on ways of developing writing and reading skills in a variety of instructional experiences, including teaching and tutoring. For example, one technique proposed during the "Writing to Learn" workshop was to have students write for 3 minutes before the tutoring session begins to focus students attention on the topic. This technique can be used in all subject areas, not just English. The presentations were for developing literacy skills among minority and disadvantaged students. In addition, a major portion of the training included the exploration of

computer technology in education and its ramifications for disadvantaged students.

The Training Conference was two and a half days of intense, enlightening workshops each of which included enough materials and ideas for a conference itself. Opportunities for brainstorming and networking were also included.

Immediately following the Training Conference, I participated in MAEOPP's Professional Development Workshop. It has been my experience in the last year that the workshop programs at MAEOPP conference always include a wide variety of topics. The workshops I attended included perspectives on counseling Hispanic students, counseling students experiencing math anxiety, and a literature review of the retention demographics for minority students.

MAEOPP conferences also include a strong political emphasis and this conference was no exception. One of the most informative sessions I attended was an update on the effects of budget cuts on TRIO programs. A consultant from Washington, DC, and a congressional aide discussed the latest information and provided informed judgments on future policies.

Two speakers made presentations during luncheon and dinner banquets. Dr. Samuel Proctor and Dr. Harold Hodgkinson were outstanding speakers, sharing information that was particularly pertinent to TRIO programs. Their remarks were both inspirational and informative.

As always, these workshops afforded me the opportunity to interact with colleagues from other schools and programs.

These training conferences were intellectually challenging experiences. I return with a renewed vigor to strengthen our Special Services program in order to better serve our students.

by Lee Starkel

Professional Experiences from the Proposal Writing Workshop held in Chicago, Illinois - May 24, 1986

Attending the MAEOPP sponsored Proposal Writing Workshop was a crucial learning experience for me as I begin to work on my first Special Services proposal for re-funding. The workshop conducted by Deltha Colvin and Deema de Silva at Wichita State University had presented me with important introductory information for this workshop. In addition, the preliminary writing or outlining I had done before attending the workshop was valuable in understanding the different parts of the proposal itself.

The workshop organizers provided me with a stack of documents, including an application guide and tips on preparing the proposal. Four break-out sessions were organized to discuss the major segments of the proposal. Ideas on structure and organization were shared.

A question and answer session provided me with an opportunity to ask specific questions I had brought to the workshop. The support and honesty of the workshop coordinators was much appreciated. All in all, I have developed an excellent framework of information to proceed from as we begin the arduous task of writing the Special Services proposal.

by Lee Starkel

MAEOPP Conference at The Abbey
November 10-13, 1985

The Mid-America Association of Educational Opportunity Program Personnel (MAEOPP) Eleventh Annual Conference at The Abbey in Fontana, Wisconsin was a professional experience that I shall not forget. First of all, The Abbey has perhaps, the finest in accommodations to make for a relaxed, comfortable atmosphere, which is conducive to learning.

I think that the speakers were very knowledgeable on the political spectrum in Washington D.C. which aided my perception of the struggles that TRIO must face regularly. I admire these people in MAEOPP and NCEOA for their hard work and determination. It is these individuals leadership which inspire each one of us in the quest to provide equal educational opportunity for the disadvantaged youth of America.

Next, I must comment on the professionality of the presenters and their willingness to share vital information about their respective projects. I gained much knowledge and insight from the sessions that hopefully, I will be able to implement some of the ideas into our Special Services Program at Wichita State University.

The last point and probably the most significant source of learning was the free time we had to mingle and converse with our colleagues from all over the country. These informal conversations helped me understand the whole picture of TRIO programs. Meeting other counselors and sharing our ideas, convictions, strengths, weaknesses, methodologies, pains, joys, frustrations, and accomplishments was perhaps the most beneficial for me.

by Larry Ramos

Career Fair Day at Wichita South High School
April 2, 1986

I was invited to participate in a Career Fair at Wichita's South High School on April 2, 1986. The fair was designed to expose students to a variety of occupations and to be able to speak informally to individuals in their particular area of interest. I was asked to represent the field of Counselors.

Approximately forty students visited the Counselors booth. The questions most frequently asked by the students concerned the educational requirements and salary range of most counselors. I gave out handouts to assist students in grasping the types of counseling and what the basic requirements are for an individual going into the field of counseling.

The fair proved to be most satisfying, in that, it allowed the students to explore various careers and the representatives were able to share their experiences with them.

by Larry Ramos

Perceptions and Professional Development Experiences

The week of April 6, 1986 proved to be very busy for me. First, I attended the conference on "Serving the Learning Disabled Student in Higher Education" in St. Louis, Missouri. The conference aimed at providing Special Services personnel with practical information on characteristics, subtypes, assessment and testing procedures, and types of services that should be provided to students with learning disabilities. Primary focus was given to students who are generally classified as undiagnosed with emphasis on appropriate measures for assessment and delivery of adequate services to this group.

I left this conference with the acquisition of skills and knowledge to provide improved services to the target group. I acquired a more confident perspective in identifying undiagnosed Special Services students.

Then it was off to Kansas City, Missouri for the Annual Spring Conference of the Missouri-Kansas-Nebraska chapter of the Mid-America Association of Educational Opportunity Program Personnel on April 9, 1986. Lee Starkel, Assistant Director, and I presented a paper entitled "The Personal is Political" on April 10, 1986. This was a good experience for me because it was the first time I had the opportunity to make a presentation in front of other professionals in the field.

The conference addressed the issues surrounding budget cuts for TRIO programs in a practical manner. The panel discussion on Gramm-Rudman was the most beneficial for me because the panelists painted a very realistic picture of the future for TRIO programs, and the only way to change people's minds and policies is to become politically involved and involve other people. With these ideas, I can inform our students of the cuts and the future of education in general.

In summation, both conferences provided useful information and more importantly provided the premise for establishing networks among our colleagues around the states.

by Larry Ramos

TONIGHT I HAVE TO CALL BERNICE, DO MY FINGERNAILS, CATCH UP ON MY DIARY, WATCH "MAGNUM P.I." AND READ MY TEEN MAGAZINE
NOW HOW AM I SUPPOSED TO FIND TIME TO DO HOMEWORK?
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Hispanic Leadership Training and Career Development Day
April 25, 1986

Friday, April 25, 1986 Cynthia Taylor of MECHA and myself attended a conference at Labette County Community College in Parsons, Kansas. The purpose of the conference was aimed at exposing Hispanic high school students to university/college information and career speakers. Several institutions including The University of Kansas, Kansas State University, and The Wichita State University had representatives in attendance to share information with the students on admission requirements, financial aid, and support services available.

The career speakers were comprised of individuals from the business, legal, law enforcement, and health care communities. In addition, Mario Ramos, president of Filmex, spoke to the students on "Stategies for Motivating Hispanic Students". Board members of the Kansas Advisory Committee on Mexican American Affairs shared with the students their own real life experiences on how they overcame odds to complete their educational goals.

During the lunch break the entire group was treated to some fine entertainment. Anna Cruz, singer, and a Mexican dance troupe provided the cultural ingredients, while members of the Parsons High School spirit squad did their rendition of contemporary dances.

Cynthia Taylor was able to talk with the students individually about MECHA and what its purpose is, and I was able to inform students about Wichita State University and Operation Success.

by Larry Ramos

Report on TRIO and MAEOPP Conferences
McCormick Inn, Chicago, Illinois
May 20-24, 1986

The Training Conference for Personnel of Special Programs presented by Marquette University enhanced my awareness and knowledge about key issues in the field of literacy instruction. I understand how insights drawn from current research and practice can be implemented to serve the specific needs of low income and minority students. The theoretical and research concerns that emerged at this particular workshop will assist me to bring a new perspective to the program as they relate to the Special Services student population. I was impressed with the organization of the various sessions and the qualifications of the presenters.

The Sixth Annual Professional Development Workshop sponsored by the Mid-America Association of Educational Opportunity Program Personnel has a more mixed review by the writer. I had the opportunity to attend sessions on counseling techniques, retention strategies, academic management development for student athletes, and strategies to implement educational policies to enhance retention among minority students. The Proposal Writing Workshop provided practical and useful information that will assist in the grant writing process.

Overall, the two conferences were well worth the time and money invested. Although some of the MAEOPP sessions attended were superfluous, the information extracted can be examined and implemented to upgrade the program providing improved supportive services to disadvantaged students.

by Larry Ramos

THE POLITICAL IS PERSONAL:
ORGANIZING A GRASS-ROOTS DEMONSTRATION

by

Lee C. Starkel
Assistant Director
Special Services Program, Operation Success

and

Larry A. Ramos
Program Counselor
Special Services Program, Operation Success

(both of The Wichita State University)

Presented to the Missouri-Kansas-Nebraska
Chapter of the Mid-America Association
of Educational Opportunity Program Personnel

on

April 10, 1986

in

Kansas City, Missouri

"THE POLITICAL IS PERSONAL: ORGANIZING A GRASS ROOTS DEMONSTRATION"

Our session today is not a typical one. We don't have any flowcharts or overheads or hand-outs. Rather, we want to share a story of how Operation Success at The Wichita State University responded to the NCEOA's call for a National TRIO Day.

Most of what happened at Wichita State on National TRIO Day was spontaneous and unplanned. All of what happened included the input of the whole staff. We are not here to tell you that this is the definitive response that every program should follow. Rather, we simply want to share our story with you in hopes that you might learn from our experiences. And then we want you all to share with us the activities your program organized on February 28th and any future activities you have in mind.

Our story begins on February 10th when we received the packet of information from the NCEOA concerning the impact of Gramm-Rudman-Hollings budget cuts on TRIO and the call for National TRIO Day on February 28th. We had been keeping up on the potential impact of the pending budget cuts. Mitch's remarks at The Abbey had brought a strong warning of the serious impact the budget cuts posed for TRIO programs. The Chronicle of Higher Education has had articles nearly every week about the proposed budget cuts for higher education. And Deema de Silva, our director, Larry and I had been holding an on-going dialogue about Gramm-Rudman with every bit of information we received, trying to analyze its potential effect on Operation Succes and our potential response.

But the NCEOA letter filled with numbers and percentages gave the speculations reality and it was a scary reality for all of us. It took a couple of days of thinking, digesting and talking for us to begin to formulate how we were going to respond.

We began by deciding to start a letter-writing campaign. Larry and I set a goal of 80 letters which would be mailed on February 28th. We wanted to respond with the greatest number of letters we could. We decided we would write to Senator Bob Dole because he is one of our senators and, more importantly, he is majority leader in the Senate.

We also decided to use a common lobbying tactic--a pre-written statement of support for or against a particular political issue. This would be more than a petition and it would include the student's words and feelings. We would also be more likely to reach our goal than if we relied on personal letters from the students.

To develop the letter, we began by talking with several students who "hang around" the office nearly every day. We discussed the information we had received with them, especially emphasizing the Special Services' FY '87 cuts which translate to $20 million less dollars; 40,000 less students served; and nearly 200 less programs nationwide. We informed them of the letter-writing campaign we were organizing and asked them to respond with what Operation Success meant to them personally. We used their comments plus some of the comments students wrote on the FL '85 program survey about the value of Operation Success to their academic work. We combined all these comments; I wrote an opening paragraph; we typed it in letter form, copied it and began to distribute it to the students for signatures. The letter turned out to be one and one-half pages. Students whose comments weren't included in the letter were encouraged to use the extra space to add their own and many did. We asked the students to sign their name and class year.

Gathering the students signatures on the letter was a critical phase for a number of reasons. First, the success of the letter-writing campaign depended on us getting as many signatures as possible. More importantly,

in this process of obtaining signatures, we used our monthly conferences with the students to raise their political awareness and to inform them of the dangers the budget cuts posed for Operation Success. Larry and I used these one-on-one conversations to emphasize that the decisions being made in Washington, D.C., were not removed from the students lives. The decisions being made about TRIO budgets and financial aid were relevant to their future and their dreams. It was this process of making the political personal that generated the interest and momentum which made February 28th at WSU so successful.

Not only did we talk about the issues with students but we also discussed them with the tutors. The tutors regularly spend part of every day in the office. We took advantage of this by talking with them about the potential impact of Gramm-Rudman on the program, on their students and on their lives as well. We also used the weekly tutor meetings to distribute information and to hold group discussion about the impact of the budget cuts on Operation Success. Larry and I had decided to encourage the tutors to call Representative Dan Glickman's Wichita office and urge him to support the National TRIO Day resolution in the House.

Larry was particularly diligent on the tactic. He coralled several tutors into his office, put the phone in their hand, gave them a memo of what to say, and dialed the number. As a result, Glickman received a number of calls from WSU.

Again, these conversations were important from several perspectives. It educated the tutors to the parameters of the budget issues they read about in the morning headlines. It also gave them incentive to discuss these issues with their students, in particular, those we had not spoken with. It encouraged their participation in our activities to inform Kansas

senators and representatives through phone calls and personal letters about our concern for the future funding of TRIO. This process of political consciousness-raising with the tutors also contributed to the energy and momentum that was building toward National TRIO Day.

As you all know, there was only 2½ weeks from the time the NCEOA letter was received and National TRIO Day. This time element heightened the sense of urgency the NCEOA letter had ignited. The time element also meant we had to scramble to get the letter together and the student signatures. We didn't have a month to get to every student in the program. In the two week period, Larry and I met with about 45 students for signatures and political consciousness-raising while the tutors added about 15 more letters from students. Not quite our goal of 80 but it represented half of the students enrolled in the program this semester. Several tutors also wrote personal letters and Larry and I each wrote a letter. All the letters were combined in a single envelope addressed to DOLE.

I've been talking about the process and the specific activities we utilized to involve Operation Success in the national campaign for support of TRIO programs. But the most difficult part of this story is finding the words to describe the atmosphere that resulted from all these conversations with the students and the tutors. The news report and headlines about Gramm-Rudman which had been floating on the periphery for months suddenly took a hard, cold, threatening form. The Program's work of encouraging the academic success of students took on a more powerful image when its existence became threatened. The help the students relied on, especially the tutoring help, was suddenly being challenged from the outside. Again, the political became personal and had suddenly intruded on their lives. They became angry and concerned rather than pessimistic and hopeless. Thus, the political activities we had organized were of great

interest because they became a means for the students to channel their fears into positive action.

The best analogy I can think of is the scene in the movie "Network", when Albert Finney's charcter throws open the window and yells out into the street, "I'm mad as hell and I'm not going to take it anymore!" The office simply exuded an electricity powered by this new-found political awareness.

As it got closer to February 28th, Larry and I began to consider more closely the specifics of the day. It was particularly important for us to make some decisions because Deema would be out of the office on the 28th to the Directors meeting in Nashville. We wanted to assure her that Operation Success would be responding to the NCEOA's call for support of National TRIO Day. Larry and I decided to take advantage of our regularly scheduled meeting on the 28th. As it happened, we had planned our monthly pizza party for that day. We decided to walk from the Campus Activities Center with the tutors to the Post Office for a symbolic mailing of the letters.

On Thursday, the 27th, Larry called the Sunflower, the campus newspaper, and informed them of our intentions. He expressed our desire for a photographer to record the event. He set a time and place to meet the photographer.

This brings us to National TRIO Day. Larry will pick up the story from this point.

Lee Starkel

DAY OF THE DEMONSTRATION

The morning of the "planned protest" walk was filled with a lot of emotional discussions revolving around Gramm-Rudman. The prior weeks anticipation of this day was peaking. I have never heard so many political discussions among the tutors, students, and the entire office in general.

I recall that morning's edition of the Sunflower paper. There was an article about a panel discussion that took place Wednesday evening at one of the residence halls. The panel was discussing student financial aid and how Gramm-Rudman would affect educational spending. Sitting on that panel was a vice president for a major securities firm. He was quoted as saying, "We do not need to increase federal spending on education because it is not an absolute necessity for the future of this country." He continued to say, in front of tens of students that, "we are spoiled. If the money wasn't there already we wouldn't expect it." What really disturbed me was when he said, "A person's quality of life depends more on his or her self-image and willingness to work hard than on government freebies and that there are ways of finding money for college without relying on the federal government".

This article would set the tone for the office that morning. This article infuriated everyone in the office. This was the spark that started the fire. I remember one tutor telling me that although she received a Pell Grant, the fear of it possibly being cut or having it taken away would not affect her college plans and that she would continue to go to school regardless. She continued to elaborate and speculate that "if a student wants it bad enough, they will find a way to finish school". At that moment, one of the other tutors intervened: she had obviously overheard the preceding discussion. She questioned this tutor's judgement. She

quickly educated and elaborated quite clearly that she was "very wrong" in assuming other students could make it without federal financial assistance. She said that althouth she has a 3.0 plus grade point average and her husband is doing extremely well in school too, the fact is that they both have low paying part-time jobs, and two children, and without any federal assistance there would be no way that they both could realistically finish college. They have rent to pay, food to buy, tuition to pay that is rising each year, books, fees, and all the other necessary expenses. She continued to point out that she has the desire and motivation to finish, but without that money, she and her husband could not achieve the dream of a college education. She also said that if they had to they would go on public assistance just to survive.

The office tensed. This conversation was indicative of the tenseness around the office. This tension was felt from the Counselors down to the students. Every conversation going on was about the horrible effects of Gramm-Rudman and Reagan's budget proposal. The students were asking "How could this happen, how could Reagan turn his back on America's future." It was frustrating, even to think about it.

As the hour drew nearer, the mood around the office was extraordinarily quiet. It was as if we were all in a state of meditation, like getting psyched up before a big game. Then one of our more radical tutors, named Dave, called Lee to say he was buying some poster board. Another tutor suggested he buy some black crepe paper too. When he came back, we got together and brainstormed and came up with these slogans: **"BUY BOOKS, NOT BOMBS"; "KEEP THE DREAM OF EDUCATION ALIVE - SAVE TRIO"; "GRAMM-RUDMAN-HOLLINGS ALL MISSED THEIR CALLINGS"; "FUNDING FOR TRIO NOT TRIPS TO RIO".**

The black crepe paper was used to make armbands to signify the cuts of Gramm-Rudman, and that this day was National TRIO Day. We also realized,

I think, at that point that we did not want a quiet little demonstration march to the Post Office to mail letters to Bob Dole. We wanted some attention, we wanted to be noticed. We wanted to make a strong point to our administration at Wichita State University, plus, if the Sunflower (campus newspaper) was going to take our photograph, we should look like we were serious. So, in addition, we came up with some chants that went like this:

"FUNDING FOR TRIO NOT TRIPS TO RIO" - pertaining to the government's wasteful spending habits.

"KICK REAGAN'S BUDGET" - referring to Reagan's 1986-87 budget proposal cuts.

"BUY BOOKS, DON'T BUILD BOMBS" - signifying the president's support to increase military spending and cut education.

Keep in mind, while we were making these big plans, there was a little apprehension to do all this. This was probably because most of our group had never participated in a demonstration before; most of us were walking on foreign ground.

Those of us who wore black armbands wore them most of the day. Few people who noticed asked what they were for. They probably thought someone or something had died. In a sense, that's exactly what was happening.

Now it was time. We all met in a conference room in the Campus Activities Center for the weekly tutor meeting. Last minute letters were signed and turned in to be put into the envelope. We talked about the letters for a few minutes then proceeded to the University's Pizza parlor. It was about 2:45 PM. We sat, talked and ate pizza. The mood was quite relaxed, but anxious in that we kept watching the clock waiting for 3:30 to come. We talked about any protest activities that any of us had participated in the past. Most of us had not been involved in any type of protest. Lee, a few others and I had, but that was it.

The Upward Bound counselor, Becky Leon, and a student assistant from Talent Search joined us. Then, as if we were taking shots from a bottle, we passed around the crepe paper, until everyone in our group had an arm-band. It was time. It was 3:30 PM. We moved to the north door of the Campus Activities Center to assemble, since that is the place the Sunflower photographer was to be. We also picked that as the starting spot because it is a short walk directly to the Post Office, which is located inside the Administration building.

We waited and looked, but no photographer was anywhere in sight. Someone in the group spotted a local television van. It was apparent the Sunflower had scratched us. The group grew restless and more confident as people passed us by trying to see what we were up to. Dave said, "Let's start". "Buy books, don't build bombs," we chanted hesitantly, less than boisterous.

We held up the signs. What struck me at that moment, was that our most silent, reserved tutor was holding up a sign as high as his arms could stretch and chanting. I found out later that this tutor was involved in several demonstrations against the government of his country, Bangladesh. I was stunned to see him do this at first. I learned not to underestimate anyone.

Meanwhile, Lee came back and said, she couldn't find anyone from the television station. I felt a little betrayed. We started our march, continually chanting. We did catch many people's attention as we marched approximately fifty yards to Morrison Hall. We entered and went directly to the Post Office window. Lee said, "We'd like this envelope addressed to Senator Bob Dole, full of protest letters, to go out in today's mail." The woman at the window was scared. We were quiet because we were inside the building, and didn't want to disturb anyone. We were a very controlled

group. We mailed the letters: that was supposed to be it. The demonstration was to end here. It was 3:45 PM. Needless to say, it was just the beginning.

We all huddled around. There wasn't any victory talk, like we had done a good thing, or patting each other on the back. There was more of an unfulfilled feeling, because we had all this stored up energy and because no one would know what we had done for the past two weeks: signing letters and staging a protest march to mail those letters. Finally, Lee suggested we walk upstairs past President Armstrong's office. So we did. We walked quietly by his door holding up our signs. His secretary smiled, and we went back downstairs. We later learned that President Armstrong had been out of town that day.

Becky Leon, the Upward Bound Counselor, suggested we march over to the Sunflower's office. The rationale was, "If they won't come to us, we will go to them." We started our chants again as we walked through Jardine Hall and McKinley Hall, and out past Fiske Hall, headquarters of Upward Bound and Talent Search. We gained more confidence and unity as we approached and then entered the door of the Sunflower. We encountered two individuals who, when we asked where the photographer was that was supposed to take our photograph, said they knew nothing of our demonstration. The news editor, whom I had talked to the previous day was gone. Ironically, one of these individuals was working on a story about Gramm-Rudman and was sensitive to what we were protesting about. We told him that the first round of cuts would start tomorrow and that TRIO programs are in serious jeopardy. He listened. He made the decision to follow us back to the Administration building to photograph us. He said to go back to the Administration building and "do our thing" and he would be there shortly with a news crew.

While marching back to the Administration building the adrenalin was flowing and chants became more frequent and a lot louder. We were glad to get some media coverage. We generated a great deal of attention. People were looking at us and reading our signs. Some even raised their fist at us in approval. We were a tight group (tight fitting). I'm not sure if the people inside were hiding behind the people on the outside or if they just felt unified. But, the chants did become loud.

As we headed back to the Administration building and assembled on the steps of that building, we were joined by another Operation Success student. this student immediately joined in our chants. This was another person whom I had observed to be rather shy, quiet, and somewhat introverted. But, there she was shaking her fist in the air and shouting, "TRIO, TRIO, TRIO" at the top of her lungs like the rest of us.

We were out on the steps for about fifteen minutes before the Sunflower showed up. Two photographers were taking action shots of our group and the reporter took Lee and I inside the building to interview us. He asked us various questions about how Gramm-Rudman would affect us, and who the protest group consisted of.

After talking to us for ten minutes or so, he wanted to speak to a student in the group. The student who joined us late was scheduled as the spokesperson. I rejoined the rest of the group and we protested with much fervor for about 15 more minutes. A few people were coming around to see what we were doing and cars were driving by real slow. We were an absolute spectacle. We were continually shaking our fists in the air and did nonstop chanting. Our voices and arms finally did tire. The reporters had now gone and our group was just now splitting up. It was over.

I had a feeling of excitement coming back to the office. I can honestly say that I could not believe how successful the demonstration had turned

out. I thought that we were very lucky as to the way it all fell into place. It was like fate. I was so proud of the tutors and students who had participated because without them this protest would be meaningless and we probably would not be here today telling you about this.

On the following Monday we got a big surprise. I remember Lee came rushing in to my office showing me that morning's edition of the Sunflower. We had made front page headlines, photograph and all.

This was totally unexpected, because the reporter told us, "It might be in the paper sometime in the next week or so". I was still riding on the high from Friday and then this. It was just the culmination of all our efforts. The article itself was pretty good; a few mistakes or misprints, but generally it gave an accurate story.

A few weeks later, after all the dust had settled, I asked some of the participants what they thought of the demonstration. Here are some of the reactions I received:

> "I enjoyed it; I had sincere intentions about asking the demands to be fulfilled. The message we were sending to the people was to make them aware of Gramm-Rudman, and TRIO and Operation Success."
>
> "I thought that it was a good student non-apathy activity and excellent participation on the part of the students as it concerns themselves and Wichita State University. I think it was good for us as a group to get together and do something about a situation that affects all of us. Unfortunately, nobody paid attention."
>
> "It gave us a chance to voice our opinions against the policies of the government. It made people aware that budget cuts strike anywhere, in any institution--educational or social. It gained some significant publicity. At least, the cause is known."
>
> "It wouldn't have been successful if we hadn't been sincere. There could have been more participation. More students could have taken part. We got more press coverage than expected and that was good. It was fun."

Some things we learned from this experience that we would do differently the next time we organize a demonstration follow. We need to solicit the involvement of more TRIO personnel and involve more project students. We definitely need to increase our numbers so more voices can be heard. We should contact all media sources in advance and double check with those sources the day of or the day before the protest to get adequate press coverage. These include school and local newspapers, television, radio stations. And finally, we need to contact President Armstrong, the Vice Presidents and all other university officials in advance to let them know that we are staging a demonstration and for what purpose.

by Larry Ramos

In retrospect, we tried to analyze how things happened the way they did. We realized that some of it was a result of several months of work. Our efforts which began during the fall to build a team or group identity among the tutors contributed enormously to the success of the protest.

During the tutor interviews, the training, and the weekly tutor meetings, we had emphasized our desire to have the tutors see both themselves and ourselves as friends and colleagues together toward the same goals.

Also, our desire for the office to be a place where the students felt accepted and supported contributed to the success of the letter-writing campaign. Larry and I had tried to get to know the students personally. These relationships helped as we talked with the students about the political issues.

The aftermath is that we have an even stronger group cohesiveness with the tutors. We accomplished something together. Interest is keen whenever anything about Gramm-Rudman is published in the paper. Finally, the students and tutors regularly asked about the status of the program's future. There is a general heightened awareness of the political climate.

by Lee Starkel and Larry Ramos

Trio supporters protest Gramm-Rudman

by Tim Stockton

Dave Frerichs, senior, and Sherridyn Myers, sophomore, demonstrated against the Gramm-Rudman law in front of Morrison Hall Friday afternoon.

by Kevin A. Wilson
Staff Reporter

A small but extremely vocal group of protesters, standing between the state and national flags and Morrison Hall, demonstrated Friday against the effects of the Gramm-Rudman deficit-reduction law on Wichita State University's Trio program.

The supporters chanted, "Buy books, don't build bombs," and held signs reading, "Keep the dream of equal education alive — save Trio."

Trio programs are compromised of Operation Success, Upward Bound and Project Discovery.

Because the programs are totally subsidized by federal grants, the recent legislation threatens them. The Gramm-Rudman law requires Congress to trim $11.7 billion from the federal budget in the next seven months.

WSU's protesters joined supporters of Trio programs across the nation in Friday's demonstration.

"As of tomorrow (Saturday), there will be 20 less Upward Bound programs nationwide and a $3 million cut in special services, which is us," said Lee Starkel, a demonstrator and assistant director of Opertation Success at WSU.

"Beginning next fall," she added, "we will feel the effects, which means we will have to serve less students."

Starkel said the Upward Bound program helps disadvantaged students with academic support, ranging from tutoring to counseling. To qualify for Operation Success, students must fulfill one of the following requirements:

- Be a first-generation college student.
- Be under a limited income bracket, which is at 150 percent of the poverty level.
- Be physically handicapped.

"Most of our students," said Larry Ramos, a protester and program counselor for Trio, "are first-generation and low-income students."

Starkel estimated that 1,000 WSU students qualify. However, Operation Success has supported only 120 students this semester because of a lack of funding.

"I get help with tutoring and just emotional support," said Brenda Calbert, a demonstrator who is a first-generation student involved with Operation Success.

"Since I come from a family where education is not at all important, it makes it kind of hard to get used to going to school," she said. "To have people say, 'We understand it's kind of hard, let us help,' means a great deal."

On Oct. 15, 193 special service programs will be cut, along with $20 million, said Starkel. This translates into 40,000 fewer students, nation-wide, being served, she said.

"The potential is . . . Operation Success could close at WSU," she explained. "Those disadvantaged students who don't receive the support . . . may not graduate."

COMMUNICATION AND PUBLICITY

Operation Success uses many means of communictions to publicize its services to the institution and the local community. Articles about the program have been featured in The Wichita State Alumni Report, put out by the WSU Alumni Association, and the Sunflower, the campus newspaper. The National TRIO Day protest held in February to increase awareness of federal cuts in educational programs made the front page of the Sunflower. The Sunflower is also used to promote cultural and educational activities, such as the annual Spring Fling, the Fashions of the Americas fashion show, and visits by Graduate School recruiters from other universities.

Inside WSU, the newsletter published weekly for faculty and staff members, has featured articles on the activities of the Operation Success staff as they attend and make presentations at conferences and workshops. Activities of the program, such as croissant sales, the annual Spring Fling, and the Fashions of the Americas fashion show have been promoted also.

The Division of Student Affairs, which houses Operation Success, publishes a monthly newsletter which publicizes the activities of the program.

During registration, Operation Success has a table in the Campus Activities Center to provide information on services of the program to students enrolling at the university. Staff members are available to answer any questions students may have. Posters around campus describing the services are also used to attract students to the program.

In the past, Public Service Announcements on the radio and television have been used to inform the community of Operation Success. The local newspaper, The Wichita Eagle-Beacon has featured articles on the activities

of the program, like the Fashions of the Americas fashion show.

The Operation Success Newsletter is one means used to communicate with the institution and the community. The newsletter is edited by the Program Secretary and published by the program. It is mailed to all students enrolled in the program as well as to staff members and various academic and community supporters. Some of the regular features of the newsletter include: information on available scholarships; information on cultural and educational activities; a calendar of upcoming events; tips on improving study and test taking skills; and information on program services.

THE WICHITA EAGLE-BEACON

Student Tutoring Program

Local/State

Operation Success Hit by Budget Ax

By Sara Kempin
Staff Writer

Yolanda Wimbley is quick to admit that she rarely got good grades in high school.

But the 18-year-old Wichita State University freshman is determined to change that with help from WSU's Operation Success, a tutoring program for low-income and handicapped students.

"I want to be a better student than in the past; I want to be the best," Wimbley said during a recent English tutoring session at WSU. "I wasn't happy with my life the way it was before.

"Being in this program and having the chance to go to college is the best opportunity I have, and I can't pass it up."

However, the fate of the federally financed tutoring program for students such as Wimbley is uncertain. Operation Success will be hit by a 4.3 percent budget cut Tuesday as a result of the Gramm-Rudman deficit-reduction bill, and officials worry that more cuts may be on the way.

Operation Success will be hit by a 4.3 percent budget cut Tuesday as a result of the Gramm-Rudman deficit-reduction bill.

"WE WILL not make changes in the number of students served next year," said WSU Director Deema DeSilva. "However, we may have to cut back on the number of hours each student is tutored."

The 15-year-old program provides tutoring in a wide-range of subjects for about 250 low-income and handicapped WSU students each year. Between 80 percent and 90 percent of the young people are first-generation college students. They are counseled by other WSU students who have at least a 3.0 grade-point average.

"It's too early to tell whether the special services budget will get more cuts in October," said Virginia Mason, with the U.S. Department of Education in Washington, which controls funding for the Operation Success program at WSU. "In the last two or three years, funding has stayed level or been cut, though. So I think we can expect more of the same."

The loss of $8,000 from next year's budget will force Operation Success to cut two staff members, buy fewer supplies and to do without money for travel and staff training, DeSilva said. Further cuts in the $114,616 budget, which could come in October when decisions are made on the 1987-88 school year, might mean that fewer students could be tutored.

"THIS MEANS the student who has potential, who is interested in getting a higher education, would have a hard time finishing college," she said. "And the university would also lose out. We are the retention tool for the school."

The budget cuts have been offset a bit recently by a gift from Jess Cornejo, president of Cornejo and Sons, to finance scholarships for Hispanic students and by the gift of a personal computer from NCR Corp., she said.

Freshman Carl Kendrick of Wichita is one student who said he would hate to see the tutoring program cut or eliminated.

● SUCCESS, 5C, Col. 1

Budget Cuts Success Program

● SUCCESS, From 1C

"Sometimes, I don't understand what the teacher is saying, and this just helps me translate what the teacher says," he said.

Deidre Strohm, a senior in creative writing and women's studies at WSU and an Operation Success tutor, said she is infuriated that the program has had its budget cut. She said it would be tragic if the program were eliminated.

"So many educational programs are getting cut ...," she said. "These students are really eager to learn."

DAVID FRERICHS, who will start his eighth semester as a tutor in the fall, agreed: "Throughout the United States, we have minority students and people generating low incomes, and these tend to be entrapping situations. ... Without giving people the chance at this level to better themselves, we might end up paying more towards the welfare rolls."

In general, Operation Success students are motivated to do well in school so they can get a degree — something they see as a ticket out of poverty, officials said.

"A lot of our students have been out of school and they come back because they know without a degree, they'll never be able to live above the poverty line," said Lonaa Akad, another tutor.

HISTORY OF THE SPECIAL SERVICES PROGRAM

Wichita State University established the Special Services Program, Project TOGETHER, in 1970 with federal funding from the Office of Education. The program's first Director was R. W. "Jaddy" Blake who remained Director until 1978. Under Mr. Blake's leadership, the program helped many disadvantaged students to "hang in there and make it," a phrase commonly used by Mr. Blake.

In January 1979, Mario Ramos became the program's second Director. The name was changed from Project TOGETHER to Operation Success as the program continued to grow. Mr. Ramos remained Director until May 1985.

Mrs. Deema de Silva became the Director of Operation Success in June 1985 after having served as the Program Assistant Director since 1984 and Program Counselor since 1980. She has formulated and introduced the Research and Evaluation Component to provide accountability for the program. The program continues to provide services to help disadvantaged students strive towards academic excellence in college.

One of the prominent strengths of the program is TRIO coordinator, Ms. Deltha Colvin. She has maintained 19 years of affiliation with TRIO and is Assistant Dean of Student Special Programs, Student Affairs, at Wichita State University. She has built the three TRIO programs--Upward Bound, Talent Search and Special Services--and continues to provide the visibility of these programs through her affiliation with the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP) as well as the National Council of Educational Opportunity Associations (NCEOA).

Among its many accomplishments, the Special Services Program has been instrumental in attracting students from diverse racial, ethnic, and economic backgrounds to the University. By the end of the summer of 1985, the Special Services Program at Wichita State University had served over 4,600

students with approximately 40 students graduating each academic year. Many of the program's graduates have gone on to become successful members of professional fields such as law, medicine, education, and business. The program was also an important factor in the establishment of the Minority Studies Department which began in 1972, two years after the inception of Project TOGETHER.

The Special Services Program networks with other University departments and the community of Wichita. Referrals are made between the program and other campus organizations to serve the best interests of students. The community gives financial support to the program's participants with the Boeing Military Airplane Company of Wichita providing scholarship funds and other organizations providing money for the book loan program.

PROFILE OF A TRIO SUCCESS:

FROM A STUDENT TO A DEAN!

Deltha Colvin has been active in the TRIO Programs both as a participant and as staff. At present she serves as Assistant Dean of Students--Special Programs. When Ms. Colvin first became a member of UPWARD BOUND as a junior in high school, the program in Wichita was a joint project among Wichita State University, Sacred Heart College (now Kansas Newman) and Friends University.

When Ms. Colvin was graduated from Wichita Heights High School in 1968 she continued her education at Wichita State University. She also continued her participation in TRIO Programs by enrolling in PROJECT TOGETHER. While

attending college she worked in several campus offices and worked for UPWARD BOUND. She was a recipient of the Glen Gardner Scholarship which is awarded to students of junior standing on the basis of academic achievement and community service. Ms. Colvin was also a member of the undergraduate chapter of Delta Sigma Theta sorority serving as Secretary for one year and President for two years. She was graduated from Wichita State University in 1972 with a degree in English Education.

Ms. Colvin continued working for UPWARD BOUND as Assistant Director while completing course work for a Masters degree in English Education. In 1976 she became Administrative Assistant for Special Services at Wichita State University. She then became Staff Coordinator for Talent Search which lead to her taking the position of Assistant Director and finally Acting Director for the same program. In 1979 Ms. Colvin took the position of Director of UPWARD BOUND (while maintaining the position of Director of Talent Search). In 1980 she assumed the position of Assistant Dean which she currently holds.

Beginning with the 1978-79 academic year Ms. Colvin became a member of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP) and in 1979, with the organization of MO-KAN-NE (a tri-state association of educational opportunity personnel), became a member of MO-KAN-NE. She was elected Secretary-Treasurer of MO-KAN-NE. Her involvement in both MAEOPP and MO-KAN-NE has lead to her election of the series of offices President-elect, President and Immediate Past President in both. Ms. Colvin was appointed by Kansas Governor Carlin to the state committee for the White House Conference of Families where she chaired the Subcommittee on Planning. Subsequently, she represented Kansas at the national meeting in Los Angeles. As well as these activities Ms. Colvin represented MAEOPP on the Board of the National Council of Educational Opportunity Associations (NCEOA).

ASSESSMENT AND ACCOUNTABILITY
IN SPECIAL SERVICES PROGRAM--OPERATION SUCCESS

by Deema de Silva

1. **Data Collection**
   Data collection should be planned by the Director and staff. It should be organized in such a manner that the data collection flows constantly to the staff member responsible for the collection. (Director or Assistant Director)

2. **Data Gathering**
   Data gathering should parallel the flow of project activities, and focus on the performance objectives of the SSDS program.

3. **Information**
   Information to be given to the responsible staff member should be defined in terms of program goals and objectives. This also applies for day to day information of the program services.

4. **Staff Participation**
   Every staff member should be a participant of the data gathering system. They should be active users of the information. Every staff member should have the freedom to "design" new avenues of gathering information and convey this to the Director who is ultimately responsible to document the data.

5. **Program Management**
   Management of the program should not be viewed as a top-down activity, but a system wide activity. This places responsibility and accountability on staff members, secretary, and student assistants.

6. **Program Accountability**
   As a professional member of the TRIO community and a member of a TRIO program, each individual should view accountability as a responsible job performance activity. A view of "external accountability" does not promote efficient service to students. If an internal program accountability is existent, the "external" accountability becomes a natural extention of the same activity.

7. **Decision Making**
   The decision-making process should be a primary function responding to the needs of the TRIO students, and the objectives should be fulfilled by the program. Decisions then contribute to the overall program performance.

8. **Success**
   Success of a TRIO program should be measured by the achievement of the program performance objectives. Primarily, success is defined by fulfilling the needs of the disadvantaged students. Secondarily, success is measured by the effectiveness with which the program staff have been responsive to meet these student needs.

The above may require an increasingly sophisticated administration and organization, and the evolution of a highly professional research component. I feel TRIO professionals can meet these challenges and be able to prove that TRIO programs are in fact necessary in our colleges.

NATIONAL TRIO PROFILE

Program Title: Special Programs for Students from Disadvantaged Backgrounds (TRIO), Higher Education Act of 1965, Title IV (Student Assistance) Part A, Subpart 4. P.L. 92-318 as amended by 96-374.

Purposes of the Program: To identify qualified individuals from low-income families who are in the first generation in their families to attend college, to prepare these students for postsecondary education, to provide special supportive services for low-income, first generation and physically handicapped students while they pursue programs of postsecondary education, and to train persons serving or preparing for services in programs and projects so designed.

Who Receives Funding: The 12,264 TRIO projects operate in 814 higher education institutions and 69 community agencies. In FY 1983, TRIO projects served a total of 478,026 students. Two-thirds of these students were from families where (1) the total taxable income was less than 150% of the poverty level, and (2) neither parent had graduated from college. Among TRIO students, 41% are Black, 35% are White, 17% are Hispanic, 4% are American Indian and 3% are Asian. Eleven thousand TRIO students are physically handicapped.

Kinds of Activities Supported: TRIO refers to five programs funded under the Special Programs subpart: Educational Opportunity Centers, Special Services for Disadvantaged Students, Talent Search, Upward Bound, and a training program for TRIO staffs. The TRIO programs provide low-income, first generation, and physically handicapped students the supportive services they need--counseling, basic skills instruction, tutoring, information about college admissions and financial aid--to enroll in and graduate from college. These programs provide low-income students a realistic opportunity to escape cycles of poverty and dependence and to achieve the upward mobility afforded by higher education.

Funding History: TRIO programs were first authorized in 1965 and received a modest $2 million appropriation in 1966. Funding has since increased steadily, principally because these programs have been proved to serve the national education interest in a cost effective manner.

FY 1984 Appropriation -- $164.7 million
FY 1983 Appropriation -- $154.7 million
FY 1980 Appropriation -- $147.5 million

Source: National Council of Educational Opportunity Associations (NCEOA)

GUIDELINES FOR CURRENT SPECIAL SERVICES PROGRAMS

The Higher Education Act of 1965, as amended, has further extended federal financial assistance to projects designed to assist qualified post-secondary students, who need academic support in order to successfully pursue a post-secondary educational program. These individuals are eligible project participants according to the following selection requirements.

646.4* Eligible Project Participants: Selection Requirements.

(a) At least two-thirds of the eligible individuals an applicant proposed to serve under a Special Services Project must be--

1. Physically handicapped; or
2. Low-income individuals who are first generation college students.

(b) The remaining individuals the applicant proposes to serve under the Special Services Project must be--

1. Physically handicapped;
2. Low-income individuals; or
3. First-generation college students.

(c) A "low-income individual" means an individual whose family's taxable income did not exceed 150 percent of the poverty level in the calendar year preceding the year in which the individual participates in the project. Proverty level income is determined by using criteria of poverty established by the Bureau of the Census, U.S. Department of Commerce.

(d) 1. A "first-generation college student" means a person neither of whose parents received a bachelor's degree.

2. With respect to individuals 18 years of age and under, only the natural or adoptive parents who are currently residing with the individual are considered the individual's parents in determining whether the individual meets the criterion of being a first-generation college student.

3. With respect to individuals over 18, only the natural or adoptive parents who were residing with the individual before the individual's eighteenth birthday are considered the individual's parents in determining whether the individual meets the criterion of being a first-generation college student.

(e) "Physically handicapped," with reference to an individual, means a person who, because of a physical disability, needs specifically designed instructional materials or programs, modified physical facilities, or related services in order to participate fully in the experience and opportunities offered by post-secondary educational institutions.

Federal Register, Rules and Regulations, Vol. 47, N: #42, Wednesday, March 3, 1982.

CHARACTERISTICS OF DISADVANTAGED STUDENTS

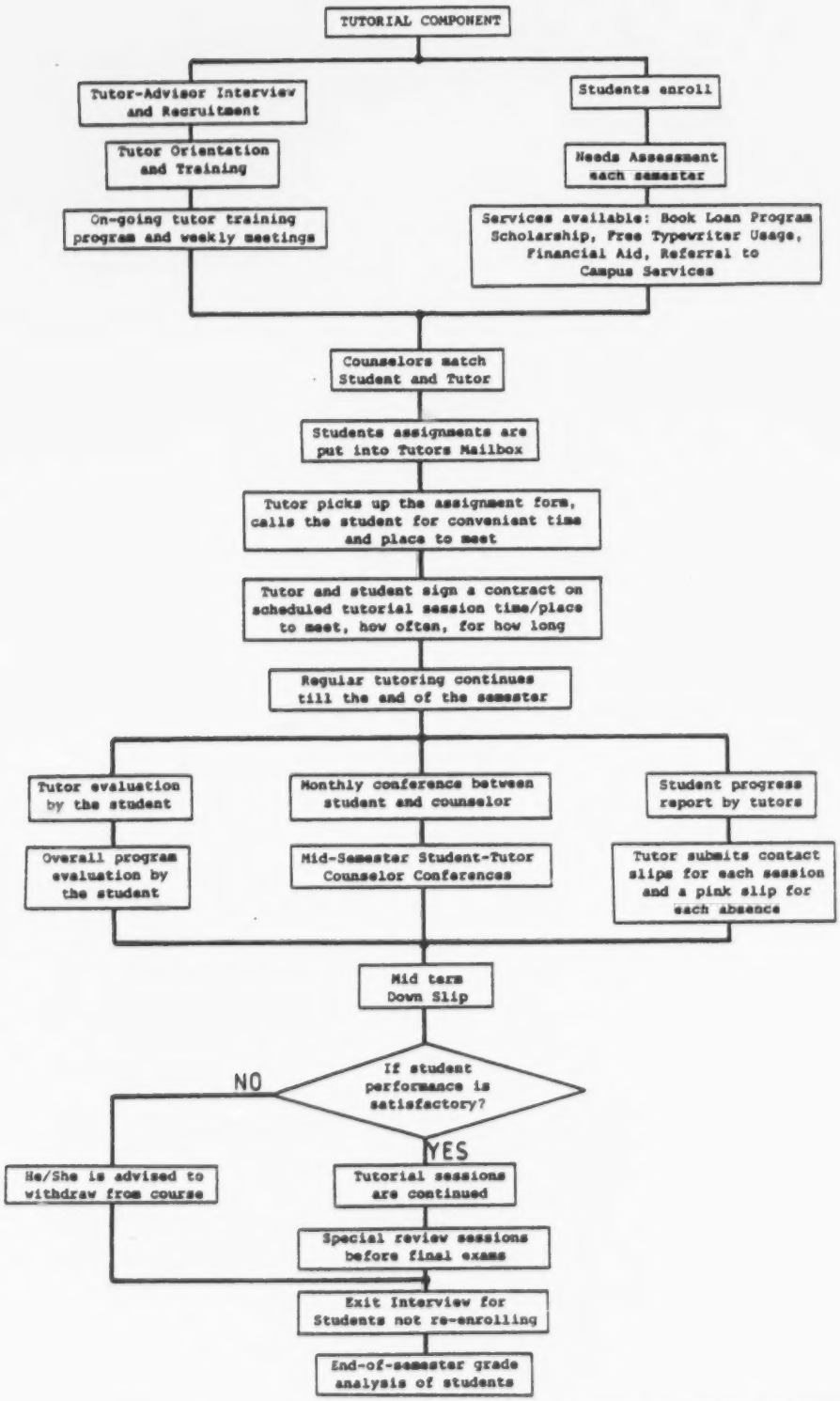
1. Deficiencies in basic reading and writing skills.**
2. Inability to verbalize effectively.**
3. Long standing economic deprivation.**
4. Limited financial resources.**
5. Limited awareness of career possibilities.**
6. Feelings of insecurity; lack of experience.**
7. Negative peer group influence.**
8. Higher than average family unemployment.**
9. Poor study habits.**
10. Lack of motivation.**
11. Difficulty in adjusting to university routines.**
12. Inability to cope with the stresses of dormitory living.**
13. Uncertain commitment to learning based on previous experiences.**
14. Excessively absent and late to classes and tests.
15. Lack of stated goals or perceived goal orientation.
16. Use of drugs and alcohol.
17. Expressed dissatisfaction in themselves.
18. Wide range in college semester grades.
19. Lack of discipline necessary to complete class responsibilities.
20. Poor relationships with parents/adults and sometimes even peers.
21. Self concept problems characterized by feelings of being unwanted, unneeded, and isolated, often leading to suicidal tendencies.
22. Occasional anti-achievement orientation.
23. Tend to be in debt upon graduation.
24. Little to no family or peer group support.
25. Lack of time due to necessity of self-support.

**Deltha Q. Colvin. Program Report 1980-1981, p. 13.
Deema de Silva, Survey conducted 1983-86 at WSU.

PART II

COMPONENTS OF OPERATION SUCCESS

Tutorial Component
Cultural Component
Research and Evaluation Component
Yearly Time Table


TUTORIAL COMPONENT
Tutor-Advisor Interview and Recruitment
Tutor Orientation and Training
On-going tutor training program and weekly meetings
Students enroll
Needs Assessment each semester
Services available: Book Loan Program Scholarship, Free Typewriter Usage, Financial Aid, Referral to Campus Services
Counselors match Student and Tutor
Students assignments are put into Tutors Mailbox
Tutor picks up the assignment form, calls the student for convenient time and place to meet
Tutor and student sign a contract on scheduled tutorial session time/place to meet, how often, for how long
Regular tutoring continues till the end of the semester
Tutor evaluation by the student
Overall program evaluation by the student
Monthly conference between student and counselor
Mid-Semester Student-Tutor Counselor Conferences
Student progress report by tutors
Tutor submits contact slips for each session and a pink slip for each absence
Mid term Down Slip
If student performance is satisfactory?
NO
YES
He/She is advised to withdraw from course
Tutorial sessions are continued
Special review sessions before final exams
Exit Interview for Students not re-enrolling
End-of-semester grade analysis of students

FLOWCHART FOR TUTORIAL COMPONENT

BEST COPY AVAILABLE

TUTORIAL COMPONENT

The Tutorial Component, the largest of the three components, was designed to provide tutoring on a one-to-one basis for students enrolled in the program. This tutoring is provided by other students who serve as Tutor-Advisors for the program. The Program selects Tutor-Advisors who are sensitive to the needs of their peers, are aware of the problems facing the economically disadvantaged student, and can serve as role models for academic success.

Tutor Re-hiring

Beginning with the Spring 1986 semester, the tutorial staff of Operation Success is reviewed for re-hiring each semester. The process begins with the distribution of an application form to all currently employed Tutor-Advisors. The application is slightly revised from the standard application used for students interested in new positions with Operation Success. The most significant change is the addition of one question asking each tutor to identify the personal attributes which best qualifies him or her to be an Operation Success tutor.

Interviews with currently employed tutors are used as a review of each tutor's work during the semester. The Counselors meet prior to the interviews to discuss each tutor's strengths and weaknesses in regards to working with students and following program procedures. Student evaluations of each tutor are also consulted.

The interviews begin with an explanation by the Counselors of the reasoning behind semester hiring rather than academic year hiring--to insure the tutors do not complacently take their positions for granted. The Counselors then give each tutor feedback, stressing his or her strengths and pointing out areas for improvement.

After all interviews are completed, the Counselors give the Director their recommendations for the Tutor-Advisors to be re-hired. Special consideration is given to the academic subjects being tutored and how they correspond to student needs. After the decision of who is to be re-hired is made, each Counselor contacts their tutors by phone or in person to inform them of re-appointment. Letters of explanation are sent to the tutors not re-hired.

Recruitment of New Tutor-Advisors

Operation Success advertises for new Tutor-Advisors through the courtesy of Public Service Announcements in The Sunflower, the university paper, and through the Career and Placement Office in the University. All students from Wichita State University are eligible to apply. An evaluation of the demand for tutorial assistance in various academic areas each semester determines the number of Tutor-Advisors to be recruited in each area. Applicants come to the program office at Grace Wilke Hall, Room 309, and fill out an application form. They are given an information sheet containing a brief description of the time commitments, payment, tutoring hours, and details of the job requirements of Tutor-Advisors. In the application form, permission is obtained from the potential Tutor-Advisor for the release of his or her transcript from the Registrar's office at Wichita State University.

The transcripts of the applicants are obtained from the Registrar's office. Grade point average and past academic performance are checked by the Counselors. The general rule for tutor qualification is a GPA of 3.0.

The applications and transcripts are reviewed by the Counselors to determine who should be selected for an interview based on the applicant's previous experience and qualifications. These prospective Tutor-Advisors are telephoned for an interview. The persons who are not selected are sent

letters stating that they are not being considered for an interview and other avenues for similar employment, such as the Reading and Study Skills Center are suggested.

Tutor Interviews

Interviews are informal and the candidate is encouraged to share information on his or her academic achievements and extra-curricular interests as well as ideas and attitudes towards cross-cultural interaction. Interviews take at least one hour, since the interview process is also used as a tool to inform the applicant about the time commitments, job expectations, and goals of Operation Success. A part of each interview is devoted to having the candidate explain a concept or solve a problem in his/her major area of tutoring. After each interview, the Counselors confer as to the suitability of the candidate as a Tutor-Advisor.

After all the interviews are completed, the decision whether to hire each person is made. The decision is made according to the individual's overall qualifications, the demand for the subject areas, and the individual's eagerness to be affiliated with the ideals of the program.

The selected Tutor-Advisors then come to the office, and the Program Secretary authorizes them to receive payment. Tutor-Advisors are paid the minimum of $3.35 per hour and usually are given a raise each successive semester that they tutor.

During the Tutor-Advisor interview, program goals, objectives and philosophy, student population characteristics and the overall working of the program are explained to the Tutor-Advisor job applicants. After hiring, the Tutor-Advisor undergo a two-day Training and Orientation Program followed by weekly meetings used for further training.

The philosophy behind the Tutor-Advisor training developed at Operation Success is that effective training will instill confidence in the Tutor-Advisors by providing them with information and skills commensurate with their job expectations. The training also encourages Tutor-Advisors to develop a sense of responsibility and dedication which may extend even beyond their immediate job. The training program is two-fold: 1. Tutor Training and Orientation. 2. Weekly on-the-job training sessions.

Tutor Training and Orientation

For the Training and Orientation Program, the Program Counselors plan group activities to enhance maximum interaction within the group. This includes the following activities: more experienced Tutor-Advisors sharing their experiences with those just entering the program; exercises, slide presentations, question and answer periods, and discussions facilitating the learning of necessary skills for being a Tutor-Advisor; and Counselors using a traditional lecture format to best provide information on the day-to-day procedures of Operation Success.

On-the-job training is thereafter provided with the weekly staff meeting. Every Friday, for one and a half hours, a distinguished quest speaker is invited from The Wichita State University faculty and staff to inform the Tutor-Advisors on tutoring methods, college programs and procedures, or a variety of other topics. We will examine this weekly training on the following pages.

Operation Success' model of Tutor-Advisor training has been developed to insure that all Tutor-Advisors are familiar with, and responsible for their job functions. The initial orientation sessions provide an opportunity for Tutor-Advisors to get acquainted with the staff and to acquire background information on the Tutorial Component activities, student needs, and policies of the program. The on-going training is provided to insure that each Tutor-Advisor has an opportunity to share experiences and to sharpen and enhance his or her tutoring skills.73

TUTOR TRAINING AND ORIENTATION
FALL 1985
AUGUST 23-24, 1985

AGENDA

August 23, 1985

3:00 - 3:30 PM - Objectives and goals of Operation Success, "The Big Picture"

Pragram Director: Deema de Silva

3:30 - 3:40 PM - "Policies and Procedures" (See pages 16-17 in Tutor Handbook for TRIO programs)

Assistant Director: Lee Starkel

3:40 - 4:00 PM - "What's Peer Counseling" (p. 29-33)

Program Counselor: Larry A. Ramos

4:00 - 4:15 PM - BREAK

4:15 - 4:30 PM - "Learning Styles" (p. 41-45)

Assistant Director: Lee Starkel

4:30 - 4:50 PM - Learning Style Exercises: "Questionnaire on Time" -Lee Starkel (page 50)

"Through Which Senses Do You Learn Best" -Larry Ramos (p.56)

"Discover Your Academic Strengths" -Deema de Silva (p. 52)

4:50 - 5:00 PM - "Initial Meeting With Your Students" (p. 19)
Tutor-Advisor: David Frerichs

August 24, 1985

9:00 AM - 12:00- "Cross-Cultural Communication Skills Simulator"

Program Director: Deema de Silva

12:00 - 1:00 PM - Luncheon-- Operation Success
309 Grace Wilkie Hall, Room 309

TUTOR TRAINING AND ORIENTATION
SPRING 1986
JANUARY 24-25, 1986

A G E N D A

January 24 - Media Resources, Ablah Library

I. Pre-training for new tutor/advisors — 2:30 - 3:30
   A. New personnel will view video of Operation Success tutoring program.

January 25 - 213 CAC

II. Introductions — 9:00 - 9:30
   A. Each tutor/staff member will introduce themselves and answer a surprise question to break the ice.

III. New and old Forms, Policies, and Procedures — 9:30 - 10:00
   A. Go over new Contract, Missed Appointment Slips, Student Contact Sheet, Student Master List.

IV. Role Play Exercise — 10:00 - 10:45
   A. Counselors will act out typical problem situations faced by tutors, particularly students who want the tutors to do their homework.

   B. Each tutor will have a chance to role play with emphasis on feedback.

B R E A K

V. Group Discussions — 11:00 - 12:15
   A. What is Retention? What is Persistence? Why is it important? Who's involved in the Retention process? How does WSU view Retention/Persistence?

   B. Break into two groups, with the Counselors as facilitators, to address how the Tutorial Component of the program can aid in the Retention/Persistence process.

   C. Each group will summarize their findings.

   D. Discussion.

VI. Tutor Training and Orientation Evaluation Forms passed out and completed. — 12:15 - 12:30

L U N C H

YOU ARE INVITED TO LUNCH IN THE OPERATION SUCCESS OFFICE.

OPERATION SUCCESS

TUTOR TRAINING AND ORIENTATION

JANUARY 25, 1986

Tutor Training and Orientation for the Spring 1986 semester was held on Saturday, January 25, 1986, from 9:00 AM - 1:00 PM. The training session introduced a new emphasis by the Counselors on tutor participation in the training. The Counselors' goals for the session were to increase tutor involvement and input in the training activities, to build communication skills and to clarify Program recordkeeping requirements.

The format for the Tutor Training included the following:

A. An "ice-breaker" exercise intended to acquaint the tutors and staff with each other. A total of twenty questions were distributed to the group (2 questions apiece) which required the tutors to share some personal information about themselves. Examples of some of the questions are: "Describe your dream vacation." "What would you do with a million dollars!" "If you could live anytime in the past, when would it be and why?", etc.

This introductory session was helpful in two ways. First, it was a method for getting the tutors awake and thinking early on a Saturday morning. More importantly, all the tutors shared something of themselves with the group.

B. Following the opening exercise, the Program Counselors discussed the appropriate method of completing required paperwork. Examples of incorrect and correct methods of filling out missed appointment slips and weekly contact sheets were demonstrated. In addition, changes to the contract were discussed. Clarification of policies, including tutor meetings and missed sessions, were also covered.

C. A role playing exercise was also incorporated into the Training. The exercise was designed to develop the necessary communication skills to respond to student requests for tutors to complete their homework assignment. The Counselors assumed the roles of student and tutor and demonstrated a method for handling these situations. The tutors then divided into groups and participated in an exercise which provided each one with the opportunity to practice the appropriate response. The Counselors received training to conduct this exercise from a staff member in The Wichita State University Counseling Center.

D. The remaining activity during Tutor Training was a group discussion on the topic of retention. Deema de Silva, director, gave the group background information on the retention/persistence issue both nationally and at The Wichita State University. General discussion ensued on why retention was or should be important to The Wichita State University. The tutors then divided into two groups led by the Counselors. These discussions, facilitated by the Counselors, explored the retention issue from their personal viewpoints, both as tutors and students. Questions under discussion included: "How does the tutorial component of Operation Success affect retention?" "What about The Wichita State University has kept you enrolled?" "What complaints do you have about The Wichita State University?" The tutors interacted together in small groups and then reported back to the large group. Lists were made up of their responses and recorded in order to share with the Dean of Students, Dr. James Rhatigan.

An evaluation of the training was distributed to the tutors for their input on the structure and scope of the training. Lunch followed in the Operation Success office.

Weekly Tutor Training Meetings

Each Friday afternoon throughout the semester the Program Counselors lead a Tutor Training Meeting. Two types of meeting exist which are designed to aid the tutors in effectively doing their jobs as well as to facilitate professional growth. The first type is a business meeting and the second incorporates guest speakers who discuss various issues relevant to the tutoring experience.

The business meetings serve many functions. One function is that of developing a support group for the tutors. Through this development new tutors, as well as experienced tutors, may share problems which have arisen during tutoring sessions and receive peer advice on how to best cope with the situation.

Another function of the business meeting is clarification of procedures. Paperwork abounds due to the necessity of documenting student progress. While explaining the various forms, the Program Counselors stress the need for good documentation and the over-all benefit of following through with documentation. The counselors explain: the purpose of information found on "Contact Slips;" the Contract-signing process; the "Weekly Student Tracking Sheet;" and the "Missed Appointment Slip."

Finally, these meetings afford the Program Counselors the opportunity to disseminate information. The Program Counselors utilize the business meetings to make announcements regarding information to be passed on to students, the need to make appointments for mid-semester conferences, distribution of tutor and program evaluation forms and up-coming events such as food samplers and movies which promote intercultural communication.

The guest speakers offer a variety of information which helps prepare the tutors for special situations which may arise. Some topics are specific to study habits which have been successful, while others may be speci-

fic to reading the students' actions through becoming aware of body language or cross-cultural communication. During the Fall 1985 semester six speakers visited with the tutors at these meetings. Diana Kitch from the WSU Counseling Center presented information on "Handling Students' Personal Problems" on September 13. "Cross-cultural Communication" was the topic on which Dr. John Gaston, Chairman, Department of Minority Studies, spoke on September 27. Deema de Silva, Director of Operation Success, made a presentation on "Body Language" on October 18. Sue Burdette of the WSU Reading and Study Skills Center spoke on "End-of-the-semester Studying Tips." On November 8, Bruce Ingmire of WSU Instructional Services discussed "Small Group Dynamics." Finally, Ann Sweney of the WSU Business College shared a stress reaction survey and interpreted the survey and spoke about "High Anxiety during Finals." Each speaker brought a wealth of information which provided the tutors with a stronger background and a greater awareness of difficulties their students may encounter, and learned strategies for being an effective Tutor-Advisor.

During the Spring 1986 Semester, three speakers visited with the tutors. On January 31 Deltha Colvin, Assistant Dean of Student Special Programs spoke on the issue of retention and persistence. "Testing for Graduate School" was the topic of Dr. Michael Tilford, Assistant Dean of the Graduate School. Nancy McKellar, Associate Professor of Personnel Services spoke on "Affecting Influences" on the tutoring situation and the anxiety experienced by students.

TUTOR TRAINING MEETINGS

FALL 1985

September 6	Business Meeting
September 13	Speaker: Diana Kitch, WSU Counseling Center "Handling Students' Personal Problems"
September 20	Business Meeting
September 27	Speaker: John Gaston, WSU Minority Studies "Cross-Cultural Communication"
October 11	Business Meeting
October 18	Speaker: Deema de Silva, Operation Success "Body Language"
October 25	Business Meeting
November 1	Speaker: Sue Burdette, WSU Reading & Study Skills Center "Studying Tips and Test Anxiety"
November 8	Speaker: Bruce Ingmire, WSU Instructional Services
November 22	Business Meeting--stress test administered
December 6	Speaker: Ann Sweney, WSU Business College - "Stress"

SPRING 1986

January 31	Speaker: Deltha Colvin, Assistant Dean of Student Special Programs
February 7	Business Meeting
February 14	Tour of the Olive Garvey Center for the Improvement of Human Functioning
February 21	Speaker: Michael Tilford, Associate Dean of Graduate School and Gayle Veltman, Counseling and Testing Center "Everything you always wanted to know about Graduate School"
February 28	Business Meeting
March 7	Business Meeting
March 21	Tour of Career Placement Center and discussion with staff
March 28	Business Meeting
April 4	Business Meeting
April 11	Speaker: Nancy McKellar, Associate Professor of Personnel Services
April 25	Business Meeting

SUMMER 1986

June 11	Business Meeting
June 25	Business Meeting
July 16	Business Meeting: Video on Learning Styles

Peer Counseling

Operation Success' Tutorial Component also provides peer counseling to the enrolled students. A characteristic of disadvantaged students is a lack of self-esteem and self-confidence which causes them to give up on a task before giving themselves a chance to succeed. Consequently, they are constantly under stress. A reduction of this stress provides a climate in which students confidently respond to situations and progress in their academic work. A Tutor-Advisor, by working with one student for a whole semester, gets to know that student's personal needs, goals, and problems, and can reduce the level of stress through counseling.

In the role of peer counselor, the Tutor-Advisor is expected to be a good listener, an empathizer, and one who can suggest various and diverse alternatives, without being judgmental, to solve both the student's personal as well as academic or career problems. The Tutor-Advisor, however, is not expected to solve the student's problems, whatever they may be. The Tutor-Advisor is only expected to help the student as much as possible within reasonable limits. At times, if a Tutor-Advisor is confronted with a difficult problem with which he or she does not feel comfortable or competent to handle, the Tutor-Advisor will consult a Program Counselor, who might refer the student to the Counseling Center at Wichita State University. When the scope and depth of academic or career problems go far beyond the Tutor-Advisor's knowledge and ability in advising such matters, the Tutor-Advisor might refer the student directly to the appropriate campus resource center.

The Tutor-Advisor in the role of a peer-counselor is also expected to act as a source of information for the student. The Tutor-Advisor provides the student with a variety of information concerning not only campus facilities and resources, but also the university's bureaucratic procedures,

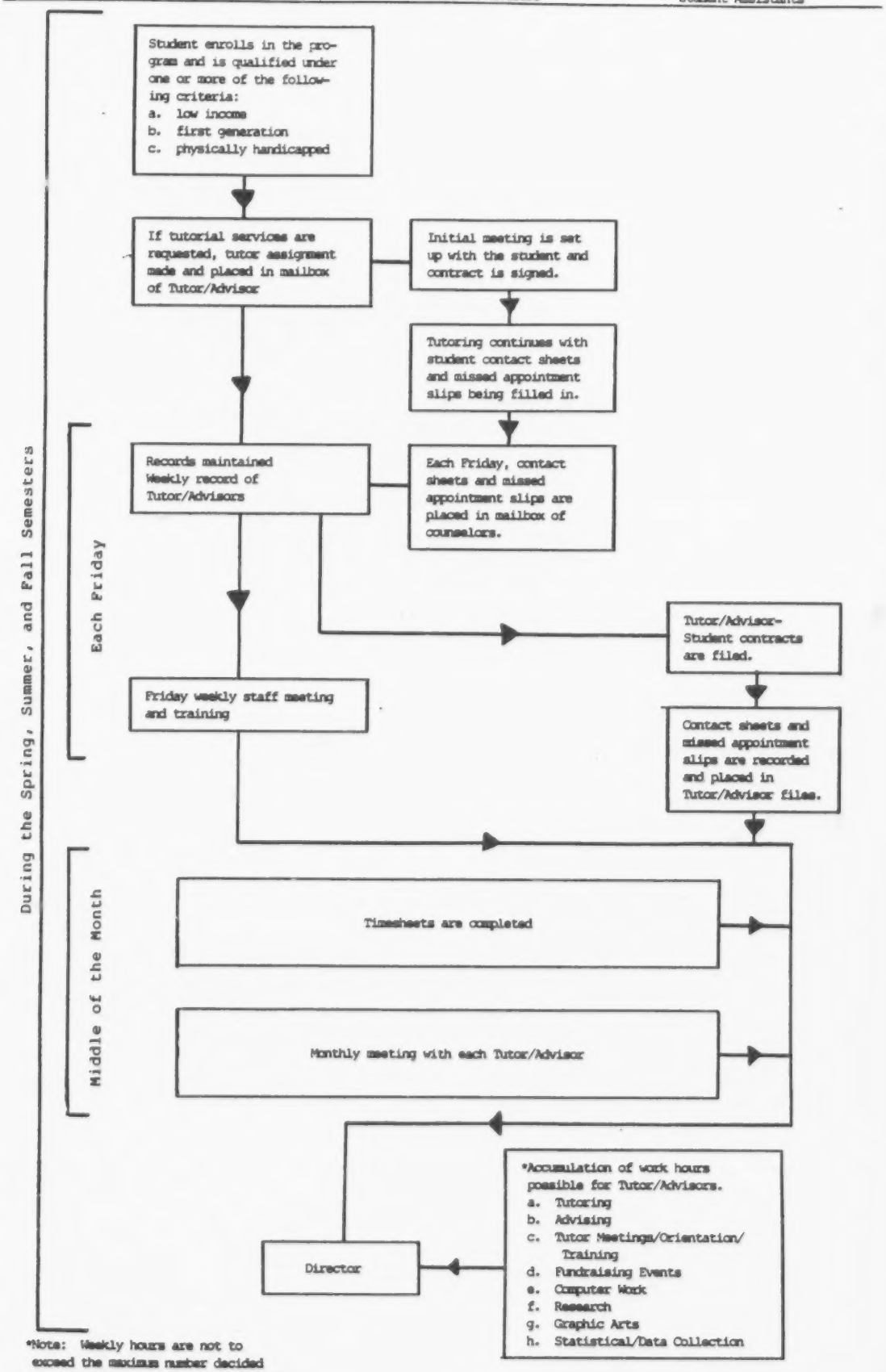
which are helpful for survival in college. Also, the Tutor-Advisor provides the Program Counselors with brief weekly descriptions of what concepts in a subject area were covered during the tutorial sessions and comment on the student's academic progress.

Tutoring Procedures

When students come in to enroll for the program, they are asked whether they would like a Tutor for one of their classes. If so, they are matched with a Tutor-Advisor proficient in the subject area they would like assistance in. During the initial meeting between the student and Tutor-Advisor, a contract is signed outlining the guidelines for tutoring and the arranged meeting times. Regular tutoring sessions then continue until the end of the semester. Each student is allowed a maximum of three hours of tutoring for a certain class per week. Throughout the semester, student progress is reported by the Tutor-Advisors and at the end of the semester, the student completes a tutor evaluation.

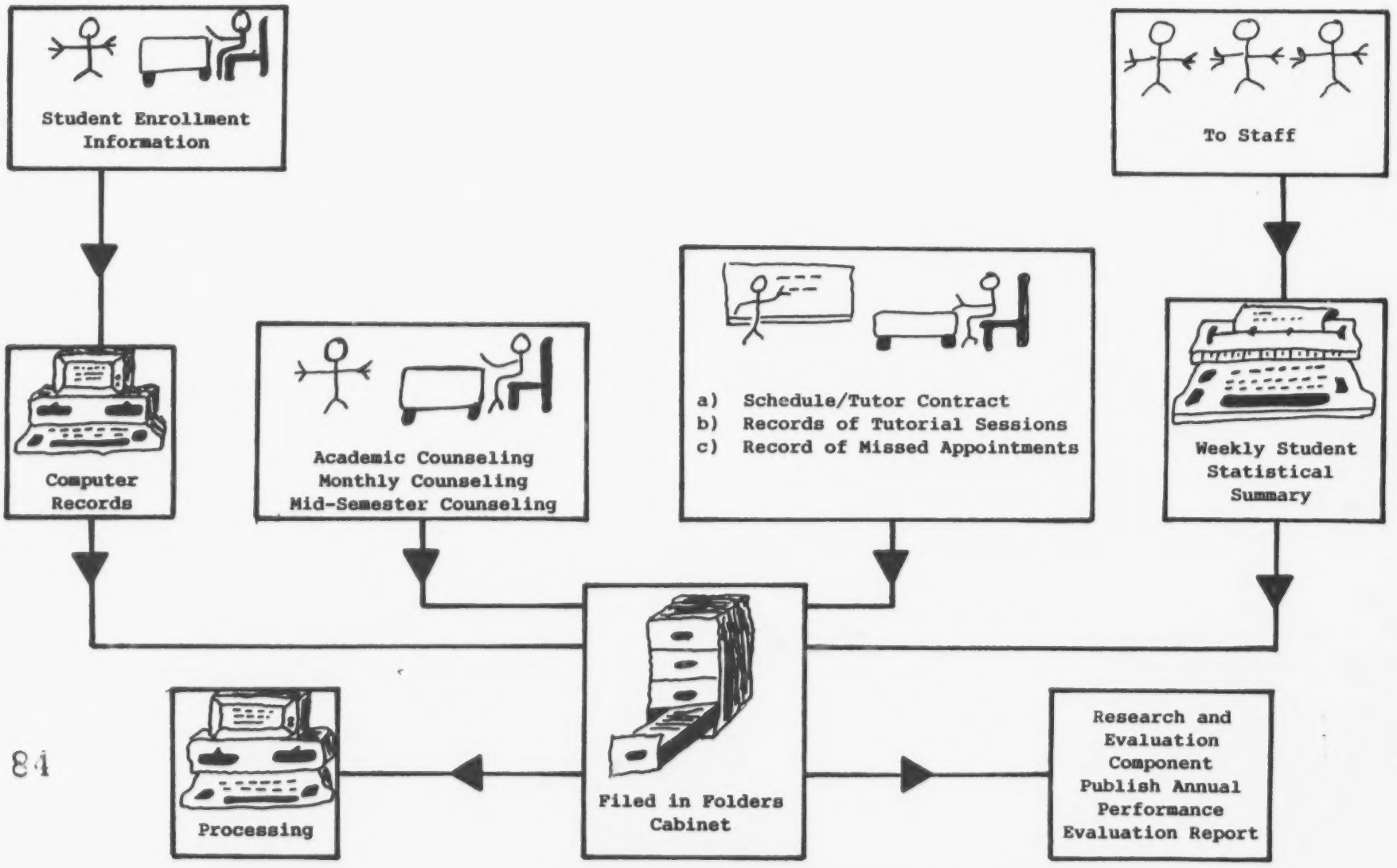
The areas of tutorial assistance cover a wide variety of courses. They range from Accounting to Chemistry to Foreign Languages to Social Work. The highest demand is usually for Mathematics courses.

The flowcharts on the following pages show the actions of the Program Counselors, Tutor-Advisors, and Student Assistants in the tutoring process. These systems have proven to be effective for the program in terms of recordkeeping, and provide a clear description of duties and responsibilities for the individuals involved.

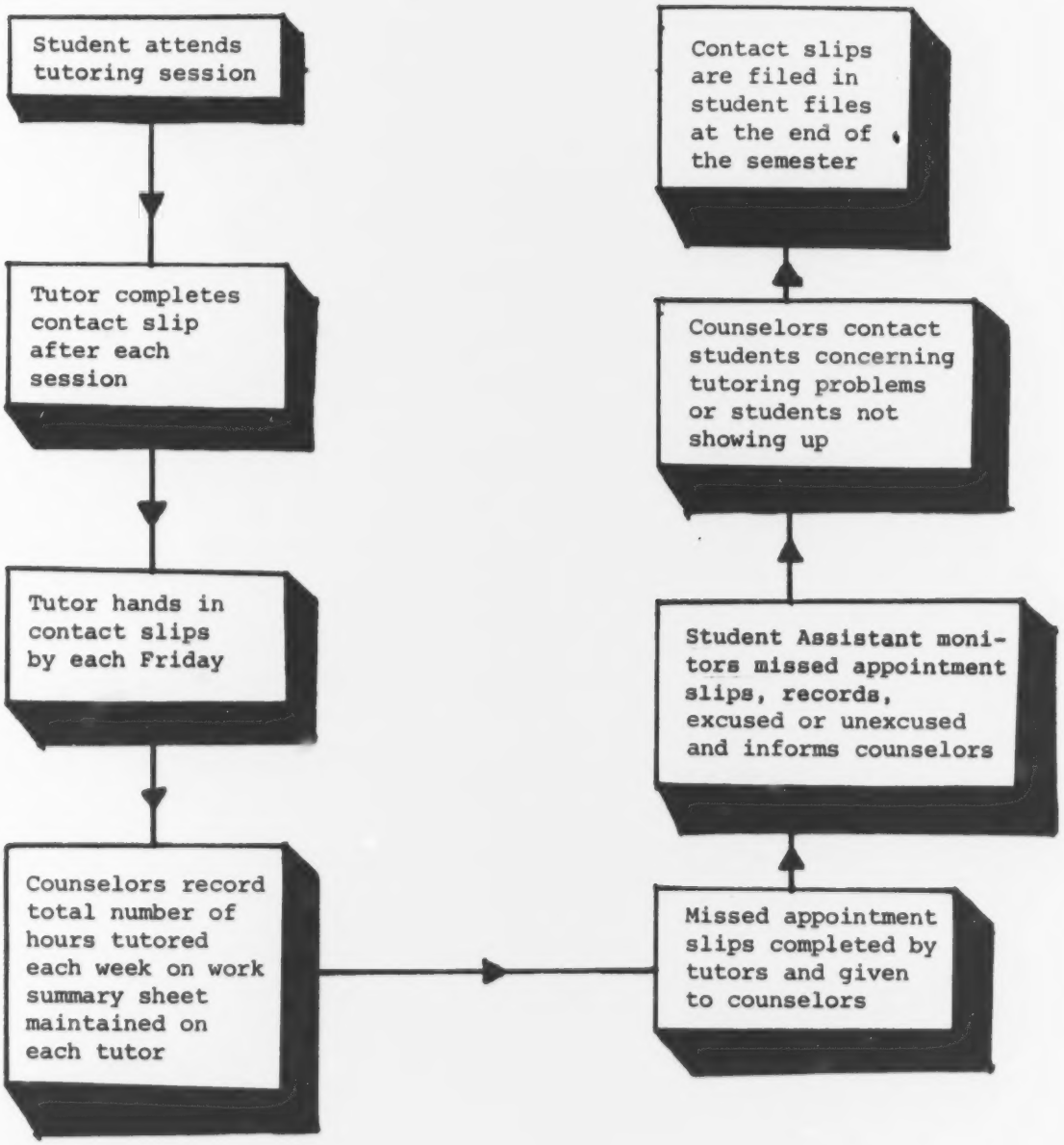

Time Line
Program Counselors
Tutor/Advisors
Student Assistants
During the Spring, Summer, and Fall Semesters
Student enrolls in the program and is qualified under one or more of the following criteria:
a. low income
b. first generation
c. physically handicapped
If tutorial services are requested, tutor assignment made and placed in mailbox of Tutor/Advisor
Initial meeting is set up with the student and contract is signed.
Tutoring continues with student contact sheets and missed appointment slips being filled in.
Each Friday
Records maintained Weekly record of Tutor/Advisors
Each Friday, contact sheets and missed appointment slips are placed in mailbox of counselors.
Tutor/Advisor-Student contracts are filed.
Friday weekly staff meeting and training
Contact sheets and missed appointment slips are recorded and placed in Tutor/Advisor files.
Middle of the Month
Timesheets are completed
Monthly meeting with each Tutor/Advisor
Director
*Accumulation of work hours possible for Tutor/Advisors.
a. Tutoring
b. Advising
c. Tutor Meetings/Orientation/ Training
d. Fundraising Events
e. Computer Work
f. Research
g. Graphic Arts
h. Statistical/Data Collection

*Note: Weekly hours are not to exceed the maximum number decided by the Director for that particular semester.

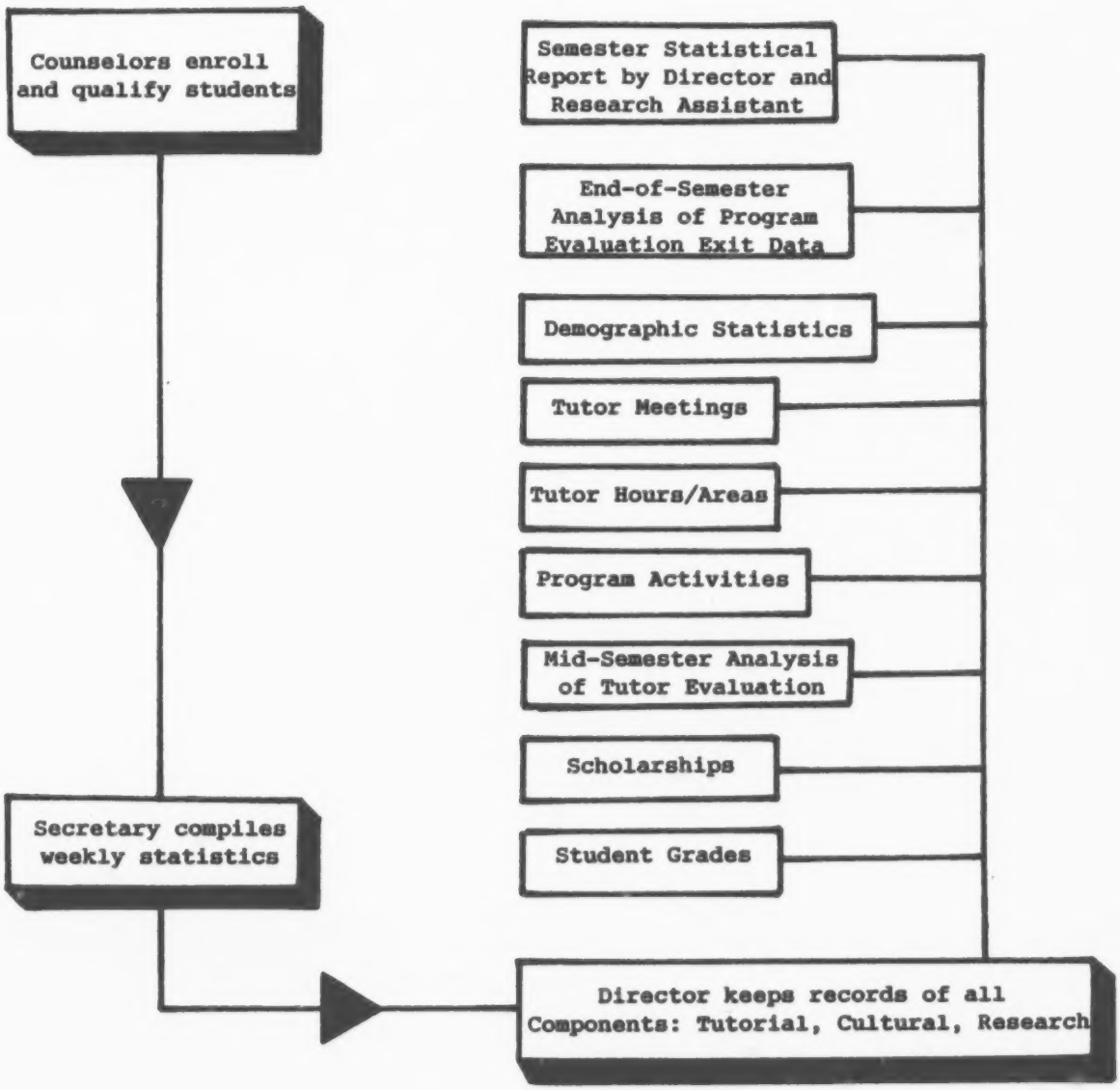
RECORDS MANAGEMENT FOR A TRIO SSDS PROGRAM



MONITORING WEEKLY TUTOR ACTIVITY


Student attends tutoring session
Tutor completes contact slip after each session
Tutor hands in contact slips by each Friday
Counselors record total number of hours tutored each week on work summary sheet maintained on each tutor
Missed appointment slips completed by tutors and given to counselors
Student Assistant monitors missed appointment slips, records, excused or unexcused and informs counselors
Counselors contact students concerning tutoring problems or students not showing up
Contact slips are filed in student files at the end of the semester

MAINTENANCE OF DAILY/WEEKLY/SEMESTER STATISTICS


Counselors enroll and qualify students
Secretary compiles weekly statistics
Director keeps records of all Components: Tutorial, Cultural, Research
Semester Statistical Report by Director and Research Assistant
End-of-Semester Analysis of Program Evaluation Exit Data
Demographic Statistics
Tutor Meetings
Tutor Hours/Areas
Program Activities
Mid-Semester Analysis of Tutor Evaluation
Scholarships
Student Grades

FLOWCHART BY RESEARCH COMPONENT

My Impression: The Tutor's Mission

When interacting with our students we, as tutors, try to show ourselves to be patient and empathetic. Some of the ways we try to accomplish this task are:

- by being open to listening to special problems or concerns;
- by being prepared to refer the student to other campus resources or to our program counselors;
- by being prepared to give honest feedback, good or bad;
- by being supportive while giving feedback, particularly the bad;
- by becoming a friend, interested in the student's life, e.g. major events, problems and successes;
- by letting the student know it is "OK" to call on us outside of scheduled sessions, and giving the student the guidelines for when such calls are appropriate.

Perhaps our greatest goal is to facilitate growth both academically and personally. In my eyes the greatest achievement in this area would be to put myself out of work and I strive to do so each time I take on a student.

At Operation Success we recognize time management, memory and concentration skills, and reading, notetaking and test preparation to be the three main areas of study skills on which we should concentrate as we work with our students. We accomplish this task by helping the student develop strategies with which to study. When I tutor I share with the student the strategies that I have developed and I have found effective. As I present these strategies I emphasize that they are only a foundation on which the student may model his/her own strategy. We also announce the study skills workshops so that the student may have the opportunity to be exposed to the greatest amount of input relative to developing these study skills.

Again we can only be truly effective when we work toward long-term success. We can accomplish this long-term effectiveness by being supportive friends who are willing to constructively and honestly criticize our students. And finally we should work toward weaning our students of tutoring prior to finals week, in other words, we should strive to put ourselves out of work.

David Frerichs
Tutor-Advisor

OPERATION SUCCESS AS HEAVEN FOR TUTORS

To compare Operation Success to heaven, one needs to stretch one's imagination a little. Try looking at it as being a place between heaven and hell- a place for people who do not deserve hell but aren't good enough for heaven. Or you could look at it as being a place where angels go to earn their wings (a transition from college to real world - Faeq got his wings but came back to learn more, Lonna has her wings but needs a tail-fin).

Being a Tutor isn't the greatest job on earth but then, who's talking of the earth - we are talking about WSU campus. When one thinks of a part-time campus job, one usually pictures a student washing dishes, or shelving books in the library or even shining the bronzework on campus grounds - generally jobs that require least amount of thinking or decision making. Tutoring is one of the very few campus jobs that's not in such a category. It's a job that comes with great responsibility and some grandeur. It's also a job that can help build one's self-confidence and self-respect without one having to join the army.

Operation Success is a place where one meets new people every semester and gets to know some of them very well. True, one doesn't always meet the choicest people but that's rare and the others more than make up for that. Also the privilege of working with other tutors is there - if you can call working with a bunch of crazies a privilege. Appreciation and encouragement aren't in short supply either - from the counselors and fellow tutors who normally share their experiences with others. The appreciation shown by the students however is what we work towards - it's only when they feel that we have worked hard for them do we feel any sense of achievement ourselves. Quoting one of the tutors who says " My job is like a two way street : I give my students confidence by letting them know I care about their academic success, and they, in turn provide me with confidence by wanting to achieve their goals and by needing me to help them do so ". A lot of students have more confidence in their tutors than they do in their instructors for guidance.

I must mention the Tutor-of-the-Month award. It is like Operation Success's version of the Nobel Prize or Oscar awarded every month to the tutor who has best performed his/her duties. It is a good incentive and worth quite a bit too. Also we are shown appreciation by being treated to pizza as often as the counselors can get the time, money and discounts off the pizza.

I should say Operation Success isn't all milk and honey - I mean once in a while you have to eat an unripe lemon. Though our wages are to go up a little now, there was a time when we were on the minimum wage scale. Considering that some students expect us to have the same knowledge as their instructors and be available at odd hours, the amount was a little low. Also the paperwork, though it has been reduced, there was a time each tutor needed their own personal secretary. The worst part of being a tutor (luckily it very rarely ever happens, but is unforgetable) is when a student believes that the reason for their failure was the tutors fault - I'll repeat it rarely happens, but is unforgetable.

It's almost impossible to have job satisfaction in a part-time campus job - no one does these jobs for satisfaction, they are just to help pay the rent. But to compare a tutoring job at Operation Success to the others - its the difference between heaven and hell.

Dinesh Sharma
Tutor

TUTOR BANQUET - 1986

Operation Success held its seventh annual Tutor Awards and Recognition Banquet on May 16, 1986, at the University Alumni and Faculty Club. The tutorial staff received certificates from Deema de Silva, Director, in recognition of their contribution to the program's activities to provide academic assistance to disadvantaged students. The program's graduate research assistant and student assistants also received certificates of appreciation.

A number of University administrators were honored for their active support of Operation Success throughout the year. Administrators receiving recognition included Dr. Lloyd Benningfield, retiring Dean of Graduate School, Mr. Larry Rector, Director of Financial Aids, Dr. James Rhatigan, Vice President for Student Affairs and Dean of Students, Ms. Deltha Q. Colvin, Assistant Dean of Students-Special Programs, and Dr. John Breazeale, retiring executive Vice President of Academic Affairs. Dr. and Mrs. Clark Ahlberg, former president of Wichita State, were also honored for their continued support of Operation Success.

Members of the community who have supported Operation Success throughout the year were also recognized, including Bagatelle Bakery, Berry Companies Inc., Boeing Military Airplane Co., La Chinita Restaurant, NCR Corp., and the Zonta Club of Wichita.

Mr. and Mrs. Jess Cornejo, president of Cornejo and Sons, were honored guests at the banquet. They presented a check for $500 to Operation Success to benefit the program's scholarship fund.

Two students of Operation Success, Jeff Rains and Darius Smith, were invited to address the guests and discussed the assistance Operation Success provided them.

Dr. Breazeale assisted Mrs. de Silva with the distribution of certificates and plaques. Staff members in attendance included Ms. Lee Starkel, Mr. Larry Ramos, and Ms. Hercilia Recinos.

OPERATION SUCCESS
CERTIFICATE OF RECOGNITION

for outstanding service,
active support and cooperation

Dated this_____ day of _____ 19____

_____
Program Director Wichita State University

THE NEWSLETTER

The Division of Student Affairs

The Wichita State University

OPERATION SUCCESS.....hosted two events on May 16th. During the afternoon, a reception was held to honor graduating seniors and scholarship recipients. Students and their families stopped by the Operation Success office to enjoy refreshments and to receive recognition for their achievements. Assistant Dean of Students, DELTHA COLVIN, was a special guest.

In the evening, the Seventh Annual Tutor Awards and Recognition Banquet at the University Club was held. DEEMA DE SILVA, Director, welcomed guests and tutors received certificates of recognition for their contribution to the academic success of the students in Operation Success. Also honored for their support were various community leaders and University administrators, according to LEE STARKEL, Assistant Director.

OPERATION SUCCESS, SPECIAL SERVICES

THE WICHITA STATE UNIVERSITY

Seventh Annual Tutor Awards and
Recognition Banquet

May 16, 1986

University Alumni and Faculty Club

4201 E. 21st

Wichita, Kansas

5:30 PM

P R O G R A M

5:30 **WELCOME**
Ms. Deema de Silva
Director, Operation Success

RECOGNITION AND COMMENTS BY HONORED GUESTS:

Dr. Lloyd Benningfield
Dean of Graduate School

Mr. Larry Rector
Director, Financial Aids

Dr. James Rhatigan
Vice President for Student
Affairs and Dean of Students

Ms. Deltha Q. Colvin
Assistant Dean of Student
Special Programs

Mr. Jess Cornejo
President, Cornejo & Sons

PRESENTATION OF HONORS AND AWARDS

by

Chief Guest
Dr. John Breazeale
Executive Vice President of
Academic Affairs

B A N Q U E T

OPERATION SUCCESS HONORS AND AWARDS

Lonna Bockelman
Saleh Chakaroun
David Frerichs
Jamal Ghanoui
Meer Hossain
Angela Ziba Multer
Sherridyn Myers
Hao Nghiem
Alan Pinto
Faeq Shaikh
Dinesh Sharma
William Unsderfer
John Wuu
Ali Youssef

Graduate Research Assistant

Clara Freund

Student Assistants

Joe Brand
Shellie Krug

Community Supporters

Bagatelle Bakery
Berry Companies, Inc.
Boeing Military Airplane Company
La Chinita Restaurant
NCR Corporation
Zonta Club of Wichita

INVITED GUESTS

Mr. Larry Smith
Wichita State University

Dr. Clark D. and Rowena Ahlberg
Wichita State University

Mr. Mark Stuchlik
NCR Corporation

Mr. & Mrs. Naji Toubia
Bagatelle Bakery

Mr. Fred Berry
Berry Companies, Inc.

Mr. Leroy Leep
Boeing Military Airplane Company

Mr. Don Norton
La Chinita Restaurant

Ms. Barbara Kelly
The Zonta Club of Wichita

Mr. Jeff Rains
Operation Success student

Mr. Darius Smith
Operation Success Student

Staff Members of Operation Success

Ms. Deema de Silva, Director
Ms. Lee Starkel, Assistant Director
Mr. Larry Ramos, Program Counselor
Ms. Hercilia Recinos, Secretary

SCHOLARSHIPS

BOEING SCHOLARSHIPS

The Boeing Military Airplane Company has donated money to Operation Success to award scholarships to Operation Success students who display high achievement in their academic work. The scholarship is given on the basis of financial need, academic achievement, and the quality of the contribution the applicant feels they can make in their chosen field. The following students received Boeing scholarships during the 1985-86 academic year.

Spring 1986

Michael Bowers
Deborah Davis
Tamara Gaffney
Rachel Howard
Pamela Martin
Brian Purcell
Jeffrey Rains
Marco Zamora

ACADEMIC INCENTIVE SCHOLARSHIPS

Academic Incentive Scholarships are awarded to Operation Success students based on need and academic progress. The following students received Academic Incentive Scholarships during the 1985-86 academic year.

Fall 1985

Janita Atakpa
Janet Bonner
Sandra Connelly
Ingrid Duran
Kimberly Eatman
Romaine Figueroa
David Gaffney
Chardette Jackson
Ilana Johnson
Angela Martin
Delores Murillo
Pedro Orengo
Amado Pina
Caroline Povey
Mark Ramos
Rosalind Wayne
Bettina Williams
Carla Wilson

Spring 1986

Janet Bonner
Joe Brand
Deborah Davis
Romaine Figueroa
Lisa Foster
Angela Hawkins
Marilyn King
Tracy Latham
Marco Zamora
Angela Martin
Pamela Martin
Beth Moore
Minh Ngo
Paul Prochaska
Darius Smith
Bettina Williams
Kwang Ok Yi

Operation Success also provides information on other scholarships, such as the National Hispanic Scholarship Fund, for the students in the program.

GRADUATES

The following students who were honored at the annual commencement in May, 1986 were all past or present enrollees or tutors at Operation Success.

Master's Degrees

*Karen Christian - Master of Arts in Spanish

*Abdallah Cherri - Master of Science in Electrical Engineering

*Saleh Chakaroun - Master of Science in Mechanical Engineering

*Jamal Ghanoui - Master of Science

*Ali Youssef - Master of Science in Mechanical Engineering

Bachelor's Degrees

College of Engineering

*Randall Castleberry - Bachelor of Science in Electrical Engineering

*Dinesh Sharma - Bachelor of Science in Engineering

College of Education

*Martha Holroyd - Bachelor of Arts

Margaret Veith - Bachelor of Arts

Temple Childs - Bachelor of Arts

*Linda Immenschuh - Bachelor of Arts

*Carmen Perez - Bachelor of Arts

Evelyn Potter - Bachelor of Arts

*Tutor

College of Health Professions

Oliver Cooks III - Associate of Science in Respiratory Therapy

Lori Rausch - Associate of Science in Respiratory Therapy

Ida Burton - Bachelor of Health Science in Cytotechnology

Audrey Krug - Bachelor of Science in Medical Record Administration

Janita Atakpa - Bachelor of Science in Nursing

College of Business Administration

*Hao Nghiem - Bachelor of Business Administration

*Naveed Baloch - Bachelor of Business Administration

Romaine Figueroa - Bachelor of Business Administration

Collin O'Neal - Bachelor of Business Administration

College of Liberal Arts and Sciences

Wanda Caesar - Associate of Arts in Humanities, Bachelor of Arts

Yolinda Gee - Associate of Arts in Mathematics and Natural Sciences, Bachelor of Arts

Paul Prochaska - Associate of Arts in Mathematics and Natural Sciences, Bachelor of Science

Dawn Truong - Associate of Arts in Mathematics and Natural Sciences

Denise Cox - Associate of Science in Administration of Justice

Frances Ervin - Associate of Science in Administration of Justice

Izora Sandra Gilkey-Dixon - Associate of Science in Administration of Justice

Nina Thompson - Associate of Science in Administration of Justice, Bachelor of Science

Donna Baba - Bachelor of Arts

*Martha Blake - Bachelor of Arts

Karen Potter - Bachelor of Arts

*Tutor

*David Frerichs - Bachelor of Arts

Debra Alley - Bachelor of Arts

Michael Cisneros - Bachelor of Arts

Pamela Krug - Bachelor of Arts

Bessie Parker - Bachelor of Arts

Tracy Thompson - Bachelor of Arts

Clarence Wagner - Bachelor of Arts

Mark Young - Bachelor of Arts

Glen Simpson - Bachelor of Arts

Betty Burch - Bachelor of Arts

*Renae Shourbaji - Bachelor of General Studies

Brian Williams - Bachelor of General Studies

Larry Decker - Bachelor of General Studies

Shirley Tarver - Bachelor of General Studies

Elizabeth Clark - Bachelor of General Studies

Marcia Bates - Bachelor of Science

David Gaffney - Bachelor of Science

Gregory Mayfield - Bachelor of Science

Diana Moreno - Bachelor of Science

David Palmer - Bachelor of Science

STUDENT PROFILES

The students on the following pages were all past members of Operation Success. They are a few of the many success stories Operation Success has helped write over the last 16 years.

NAME: Karon Alexander-Charles

BIRTHPLACE: Leavenworth, Kansas

COLLEGE: Liberal Arts and Sciences

MAJOR: General Studies with Emphasis in Journalism and Business

Karon graduated from The Wichita State University in December 1984. She is presently working on a Master's degree in Communication, works as a paraprofessional advisor in University College and is also a Graduate Teaching Assistant for the Speech Communication Department.

Karon is a goal oriented and committed student. She is among The Wichita State University's most ambitious students. After graduating from Hutchinson High School, she attended Junior College and Chicago City College before entering The Wichita State University. In addition to attending classes, Karon is very active in both campus and community activities. Karon served as treasurer of the Mortar Board, conversation partner to students in the International Program and editor of the newsletter for both the Honors Program and the International Program. She graduated with her bachelor's degree in General Studies, emphasizing both Journalism and Business, in December 1984 and was also recognized as a Senior Honor Women of 1984. Karon was on the Dean's list every semester and a member of the Honors Program and Omicron Delta Kappa Honorary Society. Her community activities include Board of Director for the St. Paul's Day Care Center and Iota Phi Lamba Business and Professional Society.

Karon is presently working on her Master's Degree in Communication. She also works at University College as a paraprofessional advisor and as a Graduate Teaching Assistant for the Speech Department.

Operation Success' greatest contribution to my growth:
"Operation Success is a great resource for students. I often recommend the services to students I advise. As a member of Operation Success, I made lasting friendships and received the Mansfield Scholarship.

JANITA M. ATAKPA

Birthplace: Dodge City, Kansas

College: Health Related Professions

Major: Nursing

Degree: Bachelor of Science

Janita Atakpa graduated from The Wichita State University in May 1986. She is now employed as a Staff Nurse at St. Joseph Hospital in Wichita, Kansas.

Jan has been at The Wichita State University for four years. She is presently pursuing a degree in Nusring although she already earned a degree in Social Work in 1977.

Jan worked for a while in social work as well as for Operation Success as secretary. She enjoys writing poetry and being the mother of two children. After graduating Jan hopes to enter community health work specializing in either pediatric or geriatric nusring.

Jan received her Associate Degree in Arts from St. John's College in Winfield, Kansas, after which she began work on her Social Work Degree at The Wichita State University.

Jan graduated from Salina South High school in 1974. She received commendation on the Honor Roll and was involved in Future Teachers of America and the Unity Student Union, an integrated equivalent to the Black Student Union.

Operation Success' greatest contribution to my growth:

"Without Operation Success I could not have passed my Math classes: the tutors were really good at motivating me. I can not say enough good things about the program."

PAMELA KRUG

Birthplace: Wichita, Kansas
College: Liberal Arts and Sciences
Major: Rhetoric and Communication
Degree: Bachelor of Arts

Pam Krug graduated from The Wichita State University in May 1986 with a Bachelor of Arts degree. She is now a Graduate Teaching Assistant in the Speech Communication Department and Assistant Coach for the Debate and Forensics Team here at The Wichita State University.

Pam came to The Wichita State University in the fall of 1981 majoring in Rhetoric and Communication. She also pursued minors in Psychology and Sociology. While at the WSU she has participated in debate and forensics, German Club, the Society of Legal Assistants and the Emory Linquist Honors Society. Her other activities include Student Government Association, Women in Communication and coodinating the reorganization of the parish library at St. Paul's Newman Center. Pam also volunteers at St. Francis Medical Center. She has been listed on the Dean's Honor Roll and plans to graduate in May 1986. After graduation Pam plans to continue her graduate education in Personnel Management or International Marketing.

Pam graduated from Morris (OK) High School where she was on the Honor Roll every semester. While attending high school she lettered in Track, participated in Future Homemakers of America (FHA), debate and forensics, German Club and 4-H.

OPERATION SUCCESS' greatest contribution to my growth:

"Operation Success enhanced my academic abilities through involvement with cultural activities, the learning environment and tutors. Through my relations with the students, and staff at Operation Success I have become more aware of my true capabilities."

KAY LEIKER

Birthplace: Wichita, Kansas
College: Liberal Arts and Sciences
Major: English--Creative Writing
Degree: Bachelor of Arts

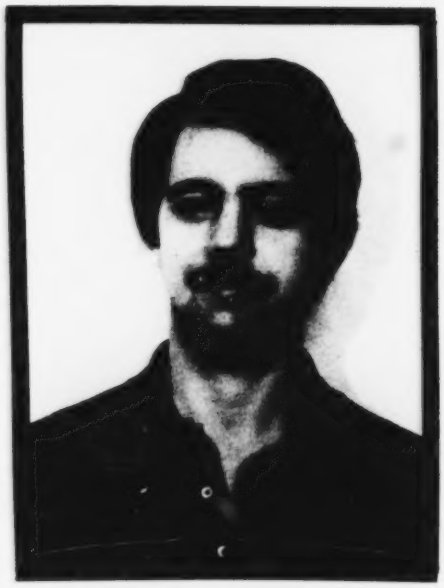
Kay graduated Summa Cum Laude with Honors in English and a graduate of the Honors Program from The Wichita State University in December 1984. She is currently pursuing a MFA in Creative Writing while working as a Graduate Teaching Assistant in the English Department here at The Wichita State University.

Kay has attended The Wichita State University for three and one half years beginning in the fall of 1981. She plans to graduate in December of 1984 with a BA in English. While at WSU Kay has received commendation on the Dean's Honor Roll. She has also been a part of the Emory Lindquist Honors Program and worked on Mikrokosmos Magazine, a campus magazine of art and literature. Kay has had the experience of being both a tutor and a student in OPERATION SUCCESS. After graduating Kay plans pursuing an MFA in Creative Writing.

Kay graduated from Wichita Northwest High School in 1979, where she was on the Honor Roll. While attending high school she was involved in several clubs: Science Fiction, Business, Spanish, Art and Disco Clubs.

OPERATION SUCCESS' greatest contribution to my growth:

"The program helped me learn about cultural difficulties in education."



PAUL PROCHASKA

Birthplace: Dallas, Texas
College: Liberal Arts and Sciences
Major: Computer Science

Degree: Bachelor of Science

Paul graduated from The Wichita State University in December 1985. He is now employed as a Graphics Programmer at Boeing Computer Services in Wichita, Kansas.

Paul has attended The Wichita State University since the fall of 1981 majoring in Computer Science. Paul has been on the Dean's Honor Roll and has been working on another degree in Engineering.

Before coming to WSU Paul attended Richland Junior College, Richland, Texas, and El Centro Junior College, Dallas, Texas, studying Accounting and Computer Science. Paul graduated from Lake Highlands High School in Dallas, Texas where he was on the Honor Roll, the football team and the yearbook staff.

OPERATION SUCCESS' greatest contribution to my growth:

"Operation Success tutoring has helped me in the fact that it serves to solidify what has been gone over in the class. Usually I understand most of what is going on in the class but it helps to go over those one or two things that might not have been fully understood."

TRACY THOMPSON

Birthplace: Emporia, Kansas
College: Liberal Arts and Sciences
Major: Social Work

Degree: Bachelor of Arts

Tracy graduated from The Wichita State University in May 1986.

Tracy intends to graduate in December of 1985 after three years at The Wichita State University. While at WSU she has been involved with Operation Success for one year participating mainly in the tutoring program. Another activity with which Tracy has been involved in the Organization of Student Social Workers, serving as Secretary for that organization.

Tracy graduated from Derby High School in 1977, where she was on the Honor Roll. As well, she was active in the Black Student Union acting as Vice-President. Tracy also enjoys hobbies of cheerleading, modeling, and dancing--both Jazz and Modern.

OPERATION SUCCESS' greatest contribution to my growth:

"Operation Success was very helpful in improving my study skills both in and out of class. The guidance of the tutors gave me more self-confidence in the more difficult subjects.

Pam's Dream Comes True

In the Fall of 1981, one of my dreams came true--I would be attending college. I have always wanted to go to college, ever since I can remember so when the time finally came after graduating from high school to start college I was overwhelmed--overwhelmed by what kind of classes I would have, by the people I would meet, and by the whole environment of a college campus. Within a short time, however, I became more acquainted with the college campus and its surroundings, and I felt ready to make this my home away from home for the next few years. I began meeting new people and joining new organizations and clubs here at The Wichita State University, and one of the organizations that I became involved with was Operation Success. They offered tutoring, cultural and educational events, scholarship programs, social activities, and a varied group of people from all cultural backgrounds. There were fundraising events to become involved with, and intercultural food festivals in which I participated not only in the cooking and decorating, but also in the eating. I think the eating part was the most enjoyable for me, all that wonderful international food,

it was great. I have benefited greatly from Operation Success and I feel very lucky to have found this organization and to take part in the many activities and events, plus the wide variety of programs it has to offer. And I also feel that the students who have been Operation Success members in the past as well as today feel the same way.

Along with being involved with Operation Success, I was involved with German Club, the Legal Assistants Society, serving on the Library Policies and Library Appeals Committee of the Student Government Association, and being a member of the professional group of Women In Communications. I enjoy sports of all kinds so I joined a couple of intramural teams of volleyball and basketball. I also kept very busy being on the Debate and Forensics Team in which I was given the opportunity to do a lot of traveling to the many states around the country and compete with students from all over. Through the National Leadership Honor Society I was initiated into Phi Kappa Phi, Omicron Delta Kappa, Delta Sigma Rho-Tau Kappa Alpha, the National Golden Key Association, and the National Forensics Association. Through all of these organizations and clubs, I gained a tremendous amount of insight for my future.

Although I participated and was involved with so many extracurricular activities I always kept my grades high, because my grades were and still are very important to me. I was rewarded by keeping my grades high by being on the Dean's Honor Roll and receiving scholarships for my academics. I also worked at a variety of jobs to supplement my income, jobs such as a library assistant, a stock broker assistant, legal assistant for a law firm, and a secretary/receptionist for a business office. I gained a lot of new experience and knowledge through these jobs and I feel they will be significant assets in the job market.

I have always enjoyed speech and public speaking so I knew what I wanted to major in even before I began college, and that was Speech Communication--Rhetoric/Communications with minors in Psychology and Sociology. In the Spring of 1986 I graduated Magna Cum Laude with a Bachelor of Arts. My hard work and determination paid off, I had accomplished one of my dreams and it felt great. But I felt that there was so much more to learn and experience through school that I applied and was accepted into Graduate School. I will be focusing on Communication Theory with an emphasis in Business. With this I would like to do some consulting work for large business firms, plus open the doors for a future law degree in Corporate Law. But for now, I will concentrate on my graduate studies and teach Interpersonal Communication and Basic Public Speaking classes at The Wichita State University. I am also an Assistant Debate and Forensics Coach for The Wichita State University Team.

There are so many dreams to fulfill and goals to achieve and I want to accomplish as many as I can, but I will take it one step at a time. I have gained and received a lasting amount of wisdom and knowledge from school and I hope to share what I have learned with as many people as I can, and I hope to learn from them as well. All through my years of growing up, my parents and friends have encouraged me to get a good education, and I am happy to say I haven't let them down, and I am even more happy to say I haven't let myself down.

CULTURAL COMPONENT
Educational and cultural enrichment activities
Annual Cultural Spring Fling
Visits by staff and administrators of other universities
Cultural Food Sampler Parties to commemorate Important Events
Screening of cultural movies
Appreciation Parties for Staff and Tutors, Welcome and Birthday Parties
Cultural enrichment activities in cooperation with the International Program and Department of Anthropology

FLOWCHART FOR CULTURAL COMPONENT

CULTURAL COMPONENT

The philosophy of the program to organize the Cultural Component is that a student's learning ability can be greatly enhanced by various kinds of cultural and educational experiences. This is particularly true of students enrolled at Operation Success who come from various ethnic backgrounds and are first generation college students and/or students from low income families.

The objective of the Cultural Component is to provide access to events that promise a cultural and educational value which our students might not otherwise have an opportunity to experience. The events planned offer cultural, historical or sociological significance, expansion of educational horizons, and an opportunity to interact with individuals from different cultures.

Operation Success sponsors, participates in, and provides information on many cultural and educational activities throughout the year. The following is a list of these activities for the 1985-1986 academic year along with a short summary of each activity.

FAll 1985

September 16	Mexican Independence Day Food Sampler
September 16-17	IRS Exhibit for Mexican Independence Day
September 22	Spanish Film Festival
October 6	Octoberfest
October 7	Study Skills Workshop--Memory
October 8	Study Skills Workshop--Textbook Comprehension
October 9	Study Skills Workshop--Listening and Note Taking
October 10	Study Skills Workshop--Test Taking

October 11	Study Skills Workshop--Tips for Math Success
October 18-19	Associated Students of Kansas Conference-- Kansas Minority Students: Problems and Solutions
November 23	Phi Beta Sigma Fraternity--All Male Review
November 26	Thanksgiving Food Sampler--Native American Style
December 12	Private Screening of "The Color Purple"

SPRING 1986

January 18	Eddie Murphy Film Festival
January 20	Dr. Martin Luther King, Jr. Memorial Service
January 28	Information Session on Graduate School Opportunities for Minorities at Northern Illinois University
February 10	Chinese New Year Celebration
February 14	Black History Month Food Sampler
February 24	Study Skills Workshop--Tips for Math Success
February 25	Study Skills Workshop--Memory
February 26	Study Skills Workshop--Listening and Note Taking
February 26	Information Session on Employment Opportunities with the Federal Government for Hispanic Students
February 27	Study Skills Workshop--Textbook Comprehension
February 28	Study Skills Workshop--Test Taking
February 28	Black History Month Films
February 28	Phi Beta Sigma African and Soul Food Luncheon
May 2	Eighth Annual Cultural Spring Fling

SUMMER 1986

June 7	Fashions of the Americas

FAll 1985

To encourage minority student participation at Operation Success, an attempt is made to set aside time each month for a cultural activity. On September 16, Operation Success coordinated a food sampler at the office for students, tutors, faculty and other people interested in Hispanic culture to celebrate Mexican Independence Day. The food (enchiladas, taco salad, spanish rice, tortillas, fajitas, and salsa) was prepared by students, staff and family members. Mexican art exhibits were set up on display while Mexican music filled the air. In addition, a slide presentation of Mexican Independence Day 1984 was shown to all the guests.

On September 16-17, the Internal Revenue Service featured an exhibition in its Wichita office on Mexican culture for Mexican Independence Day. Items were loaned by Operation Success to be displayed in this exhibit.

On September 22, a Spanish Film Festival was sponsored by Operation Success and the Kansas Arts Commission. Four movies, El Anima de Sayula, El Rey de Los Tahures, La Carcel de Laredo, and Benjamin Argumedo-El Rebelde, were shown at Hubbard Hall on The Wichita State University campus.

The 1985 Wichita Octoberfest was celebrated at Joyland Amusement Park in early October. On October 6, Operation Success took eight students, tutors and staff members to the celebration which marks the German harvest festival and Thanksgiving. A marvelous Bavarian atmosphere complete with German arts and crafts, polka music and dancing, delicious food, and rides was provided.

Study skills workshops conducted by the staff from the Reading/Study Skills Center were held on October 7-11 in the Campus Activities Center. Topics for the workshops were: Memory, Textbook Comprehension, Listening Note Taking, Test Taking, and Tips for Math Success. Operation Success

students were strongly encouraged to participate in these workshops and information about the workshops was included in the Operation Success newsletter.

Operation Success took three students to the Associated Students of Kansas Conference on Kansas Minority Students: Problems and Solutions, held at Washburn University, Topeka, Kansas, on October 18-19. The conference included educational workshops dealing with issues concerning Higher Education, Public Education, Social Development, Community Membership, and Leadership. State and university officials conducted the workshops which were geared at generating input on these issues from students. There was also a luncheon and dinner with guest speakers from Washburn University and Haskell Indian College addressing minority student concerns.

On November 23, the Phi Beta Sigma Fraternity held its annual "All Male Review." The event featured a dinner and male fashion show with live music. Information on the event was included in the Operation Success newsletter.

November's food sampler was held November 26 at the Operation Success office and featured a Native American theme. Jerry Shaw, a member of the Osage tribe and an instructor in the Department of Minority Studies was a special guest. Authentic Indian dishes were prepared by two Native Americans, Treva Brack and Myrna Steel, and Native American artifacts consisting of sculptures which are part of Deema de Silva's collection and needlework and beadwork provided by Jerry Shaw were displayed. Afterwards, Shaw made a slide presentation of last year's Pow Wow at Greyhorse, Oklahoma.

On December 12, Operation Success had guest passes for students to view a private screening of "The Color Purple" at the Twin lakes Theatre.

The movie was based on Alice Walker's Pulitzer Prize book, by the same title. The movie was about the joys and pains of life's experiences during the turn of the century for a black women named Celie. The overall reaction to the film was very positive.

Spring 1986

Operation Success co-sponsored, along with Phi Beta Sigma fraternity, an "Eddie Murphy Film Festival" on January 18. Three films, 48 Hours, Beverly Hills Cop, and Trading Places, were shown in Hubbard Hall on the campus of The Wichita State University. This joint effort was a way for Operation Success to demonstrate support for the efforts of minority student organizations and provide assistance to those organizations in sponsoring worthwhile activities.

To commemorate the birthday of Dr. Martin Luther King, Jr., Operation Success displayed a poster with significant dates and historical photos of Dr. King's lifetime. The poster traced, in chronological order, the civil rights leader's most significant contributions to this country. It included passages from King's famous speeches "I Have a Dream" and "I've Been to the Mountain Top." The poster was designed by Dinesh Sharma, tutor, and was displayed on the entrance door to the program office for all to see and read. In addition, Deborah Davis, a student at Operation Success, gave a recital on "How Dr. King's Life Has Affected Me" at the University's Memorial Service honoring Dr. King.

On January 28, Mr. Miguel Almanza visited Operation Success to provide information to minorities on graduate school opportunities at Northern Illinois University. Almanza provided students with information on assistantships, fellowships, and grants.

Operation Success brought in the new year on February 10 with a food sampler party celebrating the Chinese New Year. All in attendance feasted on sweet and sour chicken, beef low mein, fried rice, leechi, longan, rambutan, jack fruit, and hot tea prepared by Dawn Truong, Yolinda Gee, and Hao Nghiem. The staff decorated the program office with Oriental ornaments which emitted an aura of authenticity and elegance.

Another food sampler was held in the program office on February 14 to celebrate Black History Month. Approximately fifty people were treated to barbeque chicken, African green pepper and spinach, candied yams, black-eyed peas with ham hocks, cracklin' cornbread, beans, rice, coleslaw, brownies, rum cake and sweet rolls. Several individuals loaned the program their own African artifacts to display. William Dixon, student, provided slides that portrayed the plight of Black Americans and he also provided the music.

Businesses in the community helped support this food sampler. Fried chicken and biscuits were provided by Popeyes Famous Fried Chicken; ice, cups, napkins, and a container for drinks were provided by a local McDonald's and Food Barn provided brownies for dessert.

From February 24-28, the study skills workshops conducted in October were repeated. The staff of the Reading/Study Skills Center conducted the workshops on Tips for Math Success, Memory, Listening and Note Taking, Textbook Comprehension, and Test Taking.

On February 26, Mr. Lorenzo Cervantes of the Hispanic Employment Programs Managers Council spoke to students about the possibility of finding employment within the federal government. He gave some encouraging advice to the Hispanic students.

Black History Month was celebrated with a series of films on February 28 at Hubbard Hall on The Wichita State University campus. Four films, Cotton Club, Soldier's Story, Gospel, and Sparkle were shown with admission being free. The movies were sponsored by Coors and LarCo Distributing, Inc. and publicity was provided by Operation Success. Also, to celebrate Black History Month, Phi Beta Sigma sponsored an African and Soul Food Luncheon. Many of the dishes were prepared by the staff of Operation Success.

During the months of March and April, the staff was involved in several professional activities and no cultural activities were held.

The Eighth Annual Cultural Spring Fling was held May 2 on the lawn in front of the Liberal Arts and Sciences Building on the campus of The Wichita State University. Several student groups sold ethnic dishes to raise money for their organizations and entertainment was provided by folk dancers, jazz ensembles, singers, belly dancers, and others. Several hundred people attended the affair.

Summer 1986

On June 7, Operation Success co-sponsored a fashion show, Fashions of the Americas, to raise scholarship funds to benefit the Hispanic Women's Network and Operation Success. Fashions and costumes from 17 countries, including Puerto Rico, Guatemala, Mexico, Peru and Chile were modeled. The fashion show was followed by a social hour with ethnic foods and music from the various countries represented. The event was held at Miller Concert Hall in Duerksen Fine Arts Center on the campus.

1986 FASHION SHOW

An evening of contemporary and native fashions from Central, Latin, and South America and ethnic foods and entertainment will help raise funds for the Hispanic Women's Network and Operation Success, a WSU organization that assists many Hispanic and minority students.

The 1986 Fashions of the Americas scholarship fundraiser will start at 6:30 pm on Saturday, June 7, at Miller Concert Hall in WSU's Duerksen Fine Arts Center.

"This is not an ordinary fashion show" says Rosario Weston from the Hispanic Women's Network, also a native of Chile. "It will be a cultural extravaganza featuring the ethnic fashions of many countries accompanied by the latest contemporary styles of today....something you might find yourself in while touring Peru, Argentina, or Spain."

The evening will start with fashions and costumes from 17 different countries, including Puerto Rico, Guatemala, Mexico, Bolivia, Peru and Chile. Intermission will feature traditional American, Mexican and Puerto Rican dancing.

Models for the fashion show will be escorted by players for the Wichita Wings soccer team. Master of ceremonies will be Beth Snyder, on-air personality for KSN-TV. Contemporary fashions are being contributed by Time to Get Dressed in Clifton Square. Tricho Place, also in Clifton Square, is providing hair-styling and make-up.

The fashion show will be followed by a social hour where those attending can sample ethnic dishes, such as empanadas, churros, and pan amasado, and be entertained by music from the various countries represented.

Tickets are $7.50 in advance and $8.50 at the door, with all proceeds going to Operation Success and the Hispanic Women's Network, Time to Get Dressed and Tricho Place in Clifton Square, and Rico's Hair Fashions, 4831 E. Central.

The Hispanic Women's Network is a community organization composed of women representing every country and culture of the Americas. The main purpose of the group is to further cultural awareness and to support continued education.

Operation Success is a program in The Wichita State University's Division of Student Affairs. It is a program devoted to assisting economically and educationally disadvantaged students successfully complete their college education.

1986
FASHIONS OF THE AMERICAS

A CONTEMPORARY AND CULTURAL FASHION SHOW FOLLOWED BY A SOCIAL HOUR WITH ETHNIC FOODS AND MUSIC.

JUNE 7 6:30 P.M. MILLER CONCERT HALL

IN WSU'S DUERKSEN FINE ARTS CENTER

A SCHOLARSHIP FUNDRAISER TO BENEFIT THE HISPANIC WOMEN'S NETWORK & WSU'S OPERATION SUCCESS

$7.50 PER PERSON INCLUDES FASHION SHOW, FOOD AND ENTERTAINMENT. (TICKETS WILL BE $8.50 AT THE DOOR)

FEATURING: THE WICHITA WINGS & KSN'S BETH SNYDER

TICKETS AVAILABLE FROM HISPANIC WOMEN'S NETWORK MEMBERS TRICHO PLACE AND TIME TO GET DRESSED

IN CLIFTON SQUARE

RICO'S

CALL 689-3715 FOR MORE INFORMATION

1986

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The Hispanic Women's Network and Operation Success of The Wichita State University welcome you to the "1986 Fashions of Americas" scholarship fundraising event. The purpose of this fashion show is two-fold:

1. To raise funds for both organizations to award college scholarships to minority and/or disadvantaged students in the Wichita community.

2. To promote an appreciation and understanding of the cultural diversity in the Wichita community.

The Hispanic Women's Network is a community organization composed of women representing every country and culture of the Americas. The main purpose of the group is to further cultural awareness and to support continued education.

We thank you for your interest in this event. Sit back and enjoy the fashions, ethnic and contemporary, and the music. Then join us in the foyer immediately following the show for ethnic food, music, and soft drinks.

Estela Martinez
President
Hispanic Women's Network

Deema de Silva
Director
Operation Success

June 7, 1986
Miller Concert Hall
The Wichita State University

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S. Scholarship Fund

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WELCOME AND INTRODUCTION: Ms. Rosario Weston

EMCEE: Ms. Beth Snyder

ESPAÑA: Mr. & Mrs. Knuckey, Lisa & Mike Sevilla
Jennifer & Tania Logue, Aragon
Mr. Logue, Panplona
Ms. Chris Culp, contemporary

U.S.A.: Sharon, Tara, Misty, & Jessica Hoffman, prairie
Ms. Beth Shaw, Native American
Ms. Heather Bruce, contemporary

MEXICO: Maria & Cortney Arredondo
Ms. Rosa Rodriguez, Veracruz
Ms. Cynthia Saragoza, contemporary

CUBA: Ms. Freddie Wilson
Ms. Tracy Thompson, contemporary

PUERTO RICO: Ms. Milly Martinez, Jibara
Ms. Christina Agost
Mr. Felix Ruiz, Jibara
Ms. Carmen L. Emmart, contemporary

GUATEMALA: Ms. Ivon Aboujamos
Ms. Shellie Krug, contemporary

EL SALVADOR: Ms. Margarita Miranda
Ms. Roxana Truijillo, contemporary

NICARAGUA: Ms. Ariceli Gardner
Ms. Carmen Diaz, contemporary

COSTA RICA: Ms. Eunice Myers
Ms. Stephanie Myers, contemporary

PANAMA: Ms. Maria Dennis
Ms. Itza Carreino, contemporary

****

INTERMISSION: SONG & DANCE RECITAL
(5 minutes intermission)

Native American Dance--Mr. Shaw, coach

Mexican Dance--Ms. Virginia Sumaya, coach

U.S.A. Modern Dance--Ms. Celia Chin, coach

España Sevillan Dance--Carmen and Mike Knuckey

INTERMISSION: continued

Puerto Rican Song: Felix Ruiz, Israel, Berrios,
Benjamin Munevar

Chilean Cueca: Mieta Santander & Greg Hamersky

(5 minutes intermission)

****

VENEZUELA: Ms. Alicia Soto
Ms. Sherridyn Myers, contemporary

COLOMBIA: Alcides Velez & Maria Teresa Lozano

ECUADOR: Ms. Rosa A. Molina
Ms. Priscilla Ross, contemporary

PERU: Ms. Roxana Foote, Particia Astoguica, Inca
Salina Boys, Roger Espinoza, Inca
Ms. Carmen Diaz, contemporary

BOLIVIA: Ms. Judith Procter, Mirco Procter
Ms. Sandra Jasso, contemporary

ARGENTINA: Ms. Ivette Tacker Bestos, Paisano
Mr. Gabriel Mirave, Paisano
Ms. Patricia Mirave, Paisano
Ms. Norma Mirave, contemporary

CHILE: Ms. Mirta Santander, Huasos
Mr. Greg Hamersky, Huasos
Ms. Priscilla Ross, contemporary

THANK YOU'S AND ANNOUNCEMENTS.

GRAND FINALE: All models and participants.

SOCIAL HOURS: Foyer

This event would not have been possible without the generous support of the following:

TRICHO PLACE of Clifton Square for Hair & Make-up
Becky Gerstner, Owner and Stylist
Madelyn Bosley, Stylist
Michael Clevenger, Stylist
Graham Ross, stylist
Pam Yancy, Stylist

TIME TO GET DRESSED of Clifton Square for Fashions
Andrea Konecny, Owner

THE WICHITA WINGS for making Player Appearance
Norman Piper, Public Relations Manager
Escorts: Norman Piper, Gorge Espinoza, Terry Rowe and Jim Lyndsay

SILK SCAPES for providing the decor
Art Small, Owner

The Coca-Cola Bottling Co. for the refreshments
Clyde Luff, Sales Manager

KSN Channel 3, Beth Snyder

Phillip Padilla, Recording Music Director

Robert Barrientos, Stage Manager and Director

Wilson Molina, Social Hour Entertainment

UPWARD BOUND, The Wichita State University
Deltha Q. Colvin, Director
Becky Leon, Counselor
Members: Glenda Rocco, Linda Rocco, Rosie Flores, Vanessa Murillo, Duane Bosley, Valerie Black, Rosa Reinoza, Margaret Ramires, Anne Rhone, Kevin Frost, Antonette Owens, Dwight Bradford, Donna Baker, Lacheryl Mcleroy, Mary Hidalgo, Phuoc Thai

Program Assistant: Jeanne Lehman

SPONSORED BY:

THE HISPANIC WOMEN'S NETWORK

Estela Martinez, President
Martha Sanchez, Vice-President
Virgen Martinez, Second Vice-President
E. Lara Lehman, Secretary
Rosario Weston, Treasurer
Maria Arredondo
Maria Balderas
Martha Bruce
Irene Edgar
Carmen L. Emmart
Mary Hernandez
M. Angeles M. Martinez
Margarita Miranda
Rosa A. Molina
Mary Navarro
Maria Nieves Logue
Monica Quintana
Evelyn Ruiz
Virginia Sumaya
Regina Vorwald

OPERATION SUCCESS OF THE WICHITA STATE UNIVERSITY

Deema de Silva, Director
Lee Starkel, Assistant Director
Larry Ramos, Program Counselor

1986 FASHIONS OF AMERICAS PLANNING COMMITTEE

Committee Chairman: Rosario Weston
Fashion Coordinator: Evelyn Ruiz
Social Hour Head: Rosa A. Molina
Program and Special Assistance: Lara Lehman
Operation Success Liaison/Committee Head: Lee Starkel

SPECIAL THANKS TO OTHER GENEROUS CONTRIBUTORS:

St. Paul's United Methodist Church
Martha Sanchez
Martin Holler, Urban Ministry
Rev. Charles Chipman
Connie's Mexican Cafe
Felipe's Restaurant
Chico's Restaurant
La Familia Restaurant
La Palma Restaurant
Safeway Store, #706, 1150 N. Broadway
Rosa's Cafe

****

MEXICAN DANCE PERFORMERS, El Jarabe Tapatio.

Virginia Sumaya and Grace Juarez, Leaders
Juan Saenz
Alberto Del Rio
Yolanda Jaquez
Marianela Salaicez

SOCIAL HOUR ENTERTAINER

Lalo Zunega, Guitarist

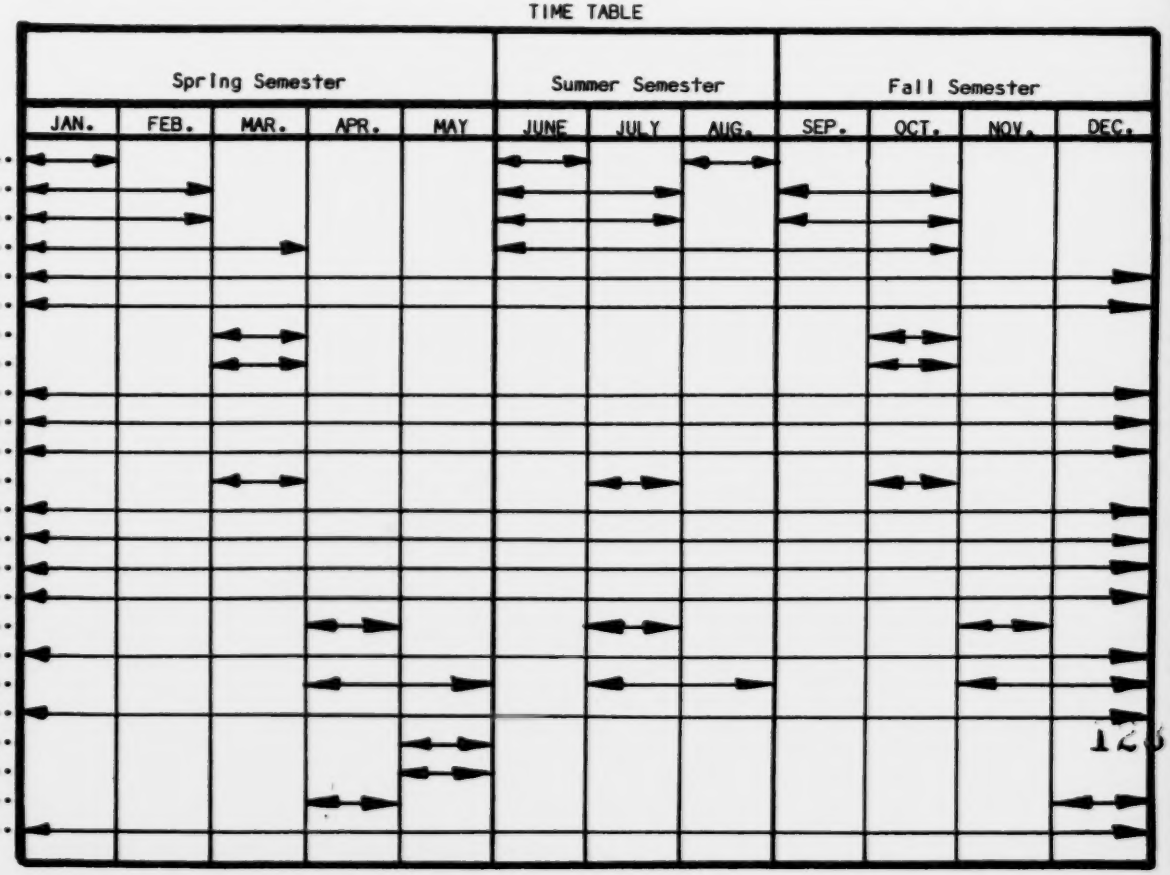
SPECIAL THANKS TO OTHER GENEROUS CONTRIBUTORS:

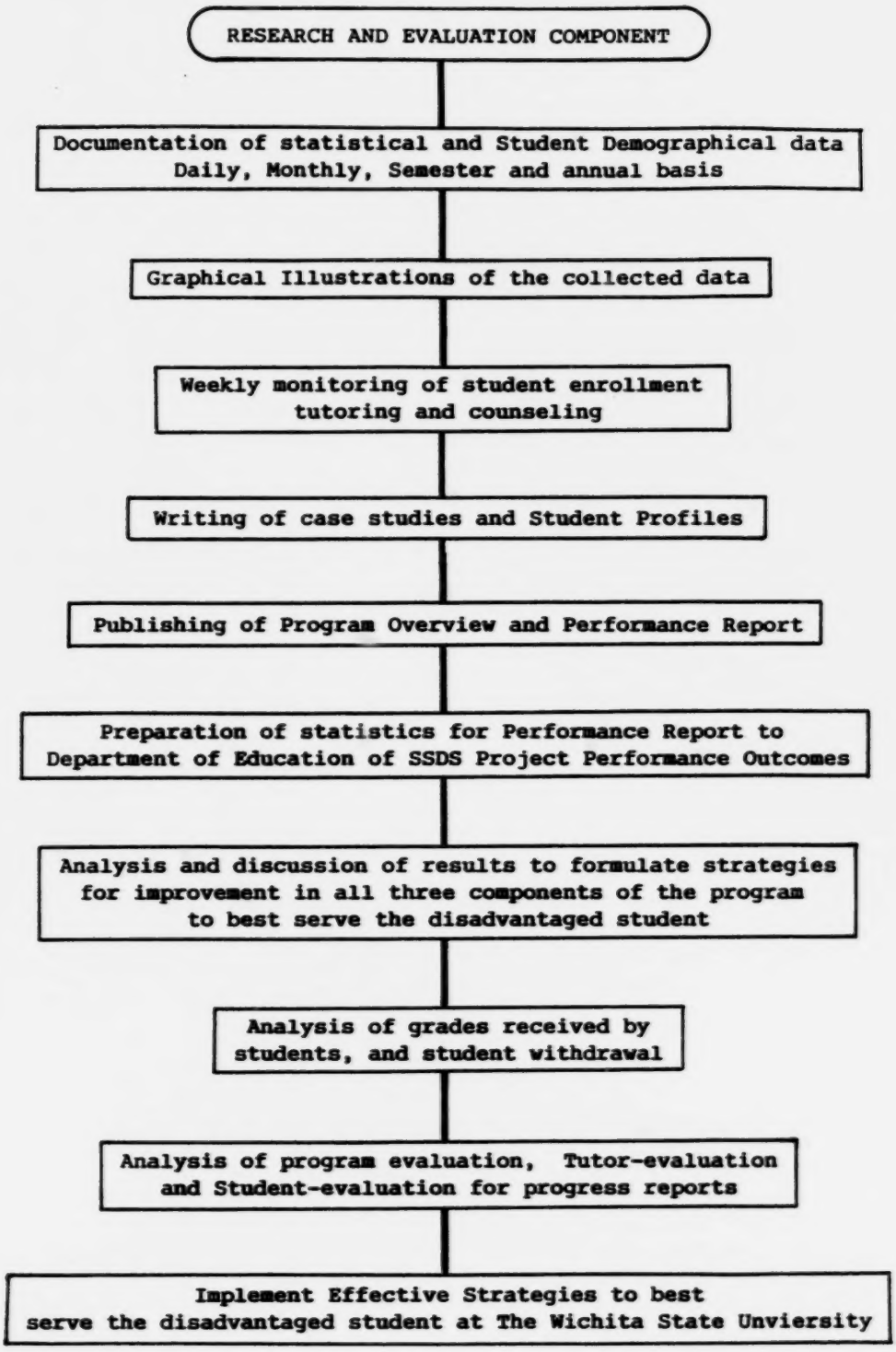
Pizza Hut, Inc.
The Dillon's Food Company
Hispanic Ministries of the United Urban Ministries
El Mexico Cafe
Foochee McDonalds
Felipe Jr. Restaurant
Dillon's, Derby
Safeway, Derby
I.G.A., Derby
Dillon's, Eastgate
Morrow Retail Liquor
Rumples Drug Store
Amidon Food Barn
Spears, Derby
La Chinita Restaurant
The Emporium
Ms. Patty Yoon
Mr. Bill Andrews
Ms. Cindy Mines
Mr. & Mrs. Cirillo Acosta
Mr. & Mrs. Muniz, Jr.
Mr. & Mrs. Garcia, T.G.&Y., Derby
Dr. & Mrs. Raul E. Brito
Skaggs Alpha Beta
Mr. & Mrs. Earnest Lehman
Dr. & Mrs. Alfonso
Mrs. Audrey Morales
Ms. Kelli De Buhr
Balloon Adventure
Lewin's
Body Design by Consuelo
Rico's Salon
Tonia and Doy, Make-up
Hair by Celia, Loyce, Marty, & Doy

YEARLY TIME TABLE

The yearly time table for the management of all components are outlined in the table below. The chart offers an overall view of the major services and activities during the year which are numbered on the left-hand side. The year is divided into three semesters as seen in the top headings. The "Time Line" with arrowheads, show the numbered activity that will take place or services offered during each month.

TIME TABLE




RESEARCH AND EVALUATION COMPONENT
Documentation of statistical and Student Demographical data Daily, Monthly, Semester and annual basis
Graphical Illustrations of the collected data
Weekly monitoring of student enrollment tutoring and counseling
Writing of case studies and Student Profiles
Publishing of Program Overview and Performance Report
Preparation of statistics for Performance Report to Department of Education of SSDS Project Performance Outcomes
Analysis and discussion of results to formulate strategies for improvement in all three components of the program to best serve the disadvantaged student
Analysis of grades received by students, and student withdrawal
Analysis of program evaluation, Tutor-evaluation and Student-evaluation for progress reports
Implement Effective Strategies to best serve the disadvantaged student at The Wichita State Unviersity

FLOWCHART FOR RESEARCH AND EVALUATION COMPONENT

RESEARCH AND EVALUATION COMPONENT

The goal of the evaluation plan for Operation Success is to obtain valid and reliable feedback on a daily, weekly, monthly, and semester basis and to maintain effective strategies to best serve the disadvantaged student. A variety of evaluation instruments have been developed to obtain this data. Much of the evaluation process assesses services to students and the adequacy of those services.

All evaluations are conducted by the Research and Evaluation Component. The data is collected through program-developed forms. The data is then reviewed by the staff and the effectiveness of different strategies is evaluated. If necessary, new strategies are developed for implementation the following semester.

Evaluation Plan for the Tutorial Component

During the semester, a file is maintained on each participating student. The file contains the following information: enrollment card, eligibility criteria, information pertaining to income level when applicable, needs survey, and class schedule. Cumulative information is maintained on student-tutor sheets with descriptions of peer counseling and grades.

A needs survey is administered to each student when they enroll in the program. The needs survey enables each student to indicate their perceived academic and personal needs and receive individual assistance in the areas requested. The survey is then used to provide information and counseling to students in areas they need.

A program contract is also signed by the student upon enrolling. The first part of the contract asks the student to commit himself/herself to meeting with the Program Counselor at least once a month and attending one academic workshop during the semester.

The second part of the contract outlines the responsibilities of the student and Tutor-Advisor and is completed at the initial tutor meeting. Those students who request and receive a Tutor-Advisor are monitored on a continuous basis by their Tutor-Advisor. The Tutor-Advisor uses a weekly tracking sheet to indicate all tutoring sessions. At mid-semester, Student-Tutor-Counselor conferences are held. The Counselors see every tutored student to record their academic progress and to provide appropriate counseling as to that progress. At mid-semester Student-Tutor-Counselor conferences tutored students complete evaluation forms on their tutors.

At the weekly tutorial meetings held every Friday afternoon, Counselors will encourage Tutor-Advisors to identify behaviors that enhance or inhibit learning. Informal observations are helpful techniques to diagnose problems that may be inhibiting the student's education and usually experienced Tutor-Advisors will provide peer counseling for a troubled student during the tutorial session.

Present and past program participants are monitored throughout the semester by a variety of methods. During the middle of the semester, a list of all program participants who have a mid-semester down-slip will be obtained from the Registrar's office and used to counsel students during mid-semester conferences. Finally, grade slips will be obtained at the end of the semester from the Registrar's office, and will be recorded in order to assess individual progress as well as cumulative progress achieved by the program participants. Files of all past program participants will be stored until they graduate. Files on students who have been served by the program and who are still enrolled at the university, but are not currently using the services of the program, will also be maintained. The Registrar will be requested to send names of flagged program participants at the time when a list of graduates is available. This will enable the program to

keep an overall record of all participants who have received program services, thus a tracking system to monitor student progress has been developed.

There are five basic phases in the continuous system of monitoring and evaluating participant academic performances and progress. The following list displays an overview of this evaluation. The evaluation instruments used during each phase are then discussed.

Phase 1

Enrollment criteria completed by student.
Needs survey administered to student by counselor.
New file opened or continued recording in previous file.

Phase 2

Assistance recorded, along with daily, weekly, and monthly figures of students by eligibility criteria, grades to mid-term criteria, and end-of-semester evaluation.

Phase 3

Tutorial assistance provided.
Student selects learning activities.
Tutor-Advisor selects techniques of instruction, monitors students academic progress, cooperates with counselors to assist students in successfully completing course.

Phase 4

Evaluation on daily, weekly, and monthly basis.
Continued recordkeeping of student statistical data, including analysis and statistical breakdown to identify trends and areas of need.

Phase 5

Evaluation of effectiveness of tutorial services.
Statistical records maintained.
Statistical analysis narrative provided with data.

In Phase 1, the student completes an Enrollment Card (page 117) which is used by the Counselor to determine the enrollment eligibility of the student and record this information on the "Eligibility Criteria" form (page 118). The Counselor then determines the needs of the student by

administering the Needs Survey (page 119). At this time also, the top part of the "Program Contract" (page 121) is completed.

The actual assignment of tutorial assistance takes place in Phase 2. The Counselor matches a Tutor-Advisor with the student according to the academic competency of the Tutor-Advisor and need area of the student. A "Tutor Assignment" slip (page 123) is completed by the Counselor and given to the selected Tutor-Advisor. The "Tutor-Student Contract" (page 122) will then be signed by the student and the Tutor-Advisor initiating the tutorial assistance. The purpose of the contract is to affirm the agreements and responsibilities of both the Tutor-Advisor and the student.

The student now enters Phase 3 and receives tutorial assistance from the individual's assigned Tutor-Advisor. The Tutor-Advisor will record the name of the student, the date, the amount of time spent, what concept was covered during the tutorial session, and any progress observed on the "Weekly Student Tracking Sheet" (page 124). A "Missed Appointment Slip" (page 123) will be used to document tutorial sessions missed by the student. The "pink slip" goes to the Counselor and then into the student's file to be used to counsel the student for better attendance.

There are three important objectives in Phase 4; the execution of these objectives fulfills the overall purpose of this phase. The main objectives will be to (1) select devices to observe student academic progress; (2) to provide feedback to students of methods for improvement in striving for a goal of academic excellence; (3) to counsel and encourage the student.

Finally, in Phase 5, the effectiveness of tutorial services provided to the student is evaluated. The following questions will be answered. First, was the tutorial assistance provided effective and satisfactory? The students, thus in turn, evaluate the Tutor-Advisors, through the "Tutor

Evaluation" form (page 125) giving their perception of the tutoring received. This serves as an avenue through which staff members can realistically evaluate services. Second, was there improvement in the study skills of the student, did the GPA increase, and were all of the total program services and objectives met? To answer these questions, the student is requested to complete a "Program Survey" (page 126).

If a student indicates that they will not be reenrolling in the program, a program-developed "Student Withdrawal Report" is completed by the student (page 128). This report is part of the exit interview process and is used to assess reasons for withdrawal from the program.

Other forms used by the Tutorial Component include the "Student Tutor-Advisor Application" form (page 129) used when recruiting and hiring Tutor-Advisors and the "Evaluation of Weekly Tutorial Staff Meetings" form (page 130) completed after each Friday staff meeting to evaluate the effectiveness of the on-going tutor training sessions. The Tutor-Advisors also complete the "Tutor Perception Survey" in order to gain information on the feelings and attitudes of the Tutors at Operation Success (page 131).

Evaluation Plan for the Cultural Component

An evaluation form is also used by the Cultural Component. The "Evaluation of Cultural Activity" form (page 134) is completed by students who go on the educational field trips sponsored by the program and by participants of cultural activities.

THE WICHITA STATE UNIVERSITY OPERATION SUCCESS ENROLLMENT CARD SUMMER 1986

Name: _____ Soc. Sec. # _____ Age _____
Last First Middle

Current Address: _____ Apt. # ____ City _____ State _____ Zip _____

County of residence while in High School _____ College Major _____

Highest level of education achieved by Father _____ by Mother _____

Answer yes or no: U.S. Citizen _____ Permanent Resident Status _____

Member in the past of: Operation Success _____ Project Discovery ____ Upward Bound _____

ETHNIC BACKGROUND (check one only)

Asian ___
Black ___
Hispanic ___
Native Am. (Am. Indian) ___
Caucasian ___

Do you have a diagnosed learning disability?
___ Yes ___ No

COLLEGE LEVEL

Fresh. (1-30 Cr. Hrs.) ___
Soph. (30-60 Cr. Hrs.) ___
Jr. (60-90 Cr. Hrs.) ___
Sr. (90+ Cr. Hrs.) ___
Graduate ___

GENDER

Male ___
Female ___

ENROLLMENT CRITERIA

Are you in any way physically disabled?
___ Yes ___ No

If neither of your parents have graduated from a four year college, you are, then, a first generation student. Are you a first generation student?
___ Yes ___ No

FINANCIAL AID	**AMT.**
Pell Grant	
SEOG	
NDSL	
Academic Incentive	
College Work Study	
BIA	
Academic Sch.	
Athletic Sch.	
Fed. Insur. Loan	
Other	

PLEASE FILL OUT THE BACK OF THIS CARD TOO!
NOTE: YOU MUST TALK WITH A PROGRAM COUNSELOR TO COMPLETE ENROLLMENT

Reason for request of Operation Success services _____.

I, _____, authorize Operation Success to have access to my school records for program purposes. It is my understanding that all such records will be held strictly confidential.

Do you need tutoring services? _____ Yes _____ No

Name of Course for which you need tutoring: _____

Home Phone Number _____ Work Phone Number _____
Area Code Number Area Code Number

Best times to reach you at home: _____

Days and times to reach you at work: _____

YOU MUST RE-ENROLL AT OPERATION SUCCESS AT THE BEGINNING OF EACH SEMESTER!

FOR OFFICE USE ONLY

Date _____ Enrolled by _____

Tutor Assigned _____ Course to be tutored _____

Special Services Program

ELIGIBILITY CRITERIA

"OPERATION SUCCESS"

Semester: _____

Student's Name: _____ _____

Last First

Social Security Number: _____

Categories are:

_____ Low Income

_____ First Generation College Student

_____ Physically Disabled

____ Family Size

____ Total Family Income

Comments:

Program Counselor _____ Date Completed _____

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NEEDS SURVEY

1. Educational Programming and Planning			Further discussion needed?	
Have you selected a major?	YES	NO	YES	NO
Are you knowledgeable about the following items which pertain to your academic progress at WSU?				
Dean's Honor Roll	YES	NO	YES	NO
Graduating with honors	YES	NO	YES	NO
Probation	YES	NO	YES	NO
Academic Dismissal	YES	NO	YES	NO
Graduation requirements for your major	YES	NO	YES	NO
Do you plan courses on a yearly basis?	YES	NO	YES	NO
Have you projected your credit hours?	YES	NO	YES	NO
Are you aware of your GPA?	YES	NO	YES	NO
Have you made a tentative timeline to graduation?	YES	NO	YES	NO
Do you maintain contact with your academic advisor?	YES	NO	YES	NO
Do you have a copy of your transcript?	YES	NO	YES	NO
Are you familiar with a degree check at the completion of 75 hours?	YES	NO	YES	NO

2. Career and Life Planning			Further discussion needed?	
Have you made a tentative career choice?	YES	NO	YES	NO
Will your career choice meet your financial needs?	YES	NO	YES	NO
Have you considered geographical preference?	YES	NO	YES	NO
Will the career choice meet your cultural, social, and recreational needs?	YES	NO	YES	NO
Have you had any career exploration counseling?	YES	NO	YES	NO
Have you taken the Strong-Campbell?	YES	NO	YES	NO

The Wichita State University

(continued on back)

3. Campus Services

			Further discussion needed?	
Are you familiar with the Career Placement Office on campus?	YES	NO	YES	NO
Are you familiar with the Reading and Study Skills Center?	YES	NO	YES	NO
Are you aware of the Personal Development courses to improve reading and other study skills?	YES	NO	YES	NO
Are you familiar with the Counseling Center?	YES	NO	YES	NO
Are you familiar with the LAS Writing Lab	YES	NO	YES	NO
Are you familiar with the Math Lab?	YES	NO	YES	NO
Are you familiar with the Financial Aids Office and their procedures?	YES	NO	YES	NO

4. Academic Skill Development

Which of the following study skills do you feel you need to improve?

Notetaking	___	Stress Management	___	Math Skills	___
Exam Skills	___	Time Management	___	Motivation	___
Reading Skills	___	Concentration	___	Communication Skills	___
Writing Skills	___	Commitment	___	Study Environment	___

5. Personal-Social Development

Listed below are a number of areas in your life which influence your studies and your work as a college student. Operation Success wants to raise your awareness of your own self and your interpersonal relations. We as Counselors want to assist you with any concerns.

	Further discussion needed?	
Insurance	YES	NO
Part-time work	YES	NO
Day Care	YES	NO
Budgeting Skills	YES	NO
Housing facilities	YES	NO
Transportation	YES	NO
Family relationships:		
Parents	YES	NO
Spouse	YES	NO
Children	YES	NO
Siblings	YES	NO
Interpersonal relationships:		
Friends	YES	NO
Dating	YES	NO
Roommate	YES	NO
Nutrition needs	YES	NO
Exercise	YES	NO
Drugs or alcohol abuse	YES	NO

STUDENT-PROGRAM CONTRACT

Program Counselor _____ Semester _____ Student _____

Tutor _____ Course _____

I. The Student agrees to meet with the Program Counselor at least once a month for discussion on the Student's academic performance. It is advisable to make appointments in advance.

II. The Student agrees to attend at least one academic workshop (test taking, math success, note taking, etc.) during the semester to develop positive study skills. If the Student cannot attend any of scheduled workshops, an alternate time will be set up for the Student by the Program Counselor.

III. The Student agrees to contact the Program Counselor if s/he drops the tutored class or decides to stop meeting with the tutor.

IV. The Student agrees to contact the Program Counselor if s/he have problems with his or her tutor and/or cannot contact the tutor.

V. The Student and Tutor understand that signing for more hours than actually tutored, would result in the dismissal of both from the program.

VI. The Student agrees to check the "Student Message Board" each time s/he is in the Operation Success office.

VII. The Student agrees to evaluate the tutor and the program as requested by the Program Counselor.

_____ _____

Date Student Signature

TUTOR-STUDENT CONTRACT

I. The Tutor and Student agree to meet at least once a week.
   A. If unable to attend, the Tutor and Student shall contact each other at least _____ hours in advance in order to be excused. A call can be made to the place of residence or work and a message can be left at the Program Office.

II. The Tutor and Student agree to miss no more than 3 unexcused sessions per semester. Discretion will be used on the amount of excused absences accumulated. In the event of an unexcused absence, "Missed Appointment Slips" will be provided to the Program Counselor by the tutor-advisor. After 3 unexcused absences by the student, the Program Counselors will determine if the student should be terminated from tutoring assistance.

III. The Tutor and Student agree to be prepared and be on time for all sessions.
   A. The Tutor shall be attentive and knowledgeable concerning the content and progress of the course.
   B. The Student shall read, review and identify the problem areas needing clarification.
   C. The Tutor and Student shall wait 15 minutes before counting the session as being an unexcused absence for the late party.

IV. The Student agrees to provide his or her tutor with a copy of the course syllabus or a schedule of exams, assignments, etc. that are required in the tutored course in order to assist the Tutor in preparation for tutoring sessions.

V. The Tutor agrees to post messages to the student on the "Student Message Board."

VI. The Tutor and Student agree to meet at the following times during the week:

_____	_____	_____	_____	_____	_____	_____
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Changes are permissible but must be agreed upon.

VII. The Student and Tutor understand that signing for more hours than those actually tutored, would result in the dismissal of both from the program.

VIII. The Tutor and Student agree to meet for tutoring on campus unless special arrangements are made.

IX. The Tutor and Student agree that a violation of any part of this contract could result in the termination of this agreement.

_____ _____

Tutor-Advisor Student

SPECIAL SERVICES PROGRAM

WICHITA STATE UNIVERSITY

TUTOR ASSIGNMENT

Name _____

Home Phone _____

Work Phone _____

Best time to call _____

_____

Course _____

Date Requested _____

COMMENTS:

If you have any questions, see your Program Counselor

SPECIAL SERVICES PROGRAM

WICHITA STATE UNIVERSITY

MISSED-APPOINTMENT SLIP

Date: .....

Time: .....

Excused: ..... Unexcused: .....

EXPLANATION:

Student: .....

Tutor: .....

One copy is given to the student, and one to your program counselor.

Weekly Contact Sheet

Tutor _____ Week # _____ Student _____

Session Number	Date	Time	Hrs.	Concept Covered	Any grade received	Student Signature
1						
2						
3						

Weekly Contact Sheet

Tutor _____ Week # _____ Student _____

Session Number	Date	Time	Hrs.	Concept Covered	Any grade received	Student Signature
1						
2						
3						

Weekly Contact Sheet

Tutor _____ Week # _____ Student _____

Session Number	Date	Time	Hrs.	Concept covered	Any grade received	Student Signature
1						
2						
3						

TUTOR EVALUATION

Semester : _____

Tutor's Name: _____

Number of Evaluations returned: _____

Courses tutored (e.g. Math 109): _____

My assigned tutor is...	LOW	1	2	3	4	5	HIGH
1. friendly							
2. interested in my work							
3. courteous							
4. patient							
5. usually on time for the tutoring sessions							
6. knowledgeable in the subject area							
7. usually available							
8. dependable							
9. encouraging							
10. easy to work with							
11. using tutoring time well							
12. explaining the material well							
13. of help in improving my study habits							
14. a good listener							

15. How well did you prepare for the sessions to obtain the maximum benefit of your tutor?

1) very poorly ____
2) poorly ____
3) fairly ____
4) well ____
5) very well ____

16. How well does he/she tutor?

1) terribly ____
2) poorly ____
3) fair ____
4) well ____
5) excellently ____

17. Are you satisfied with your tutor?

1) Yes ____
2) No ____

18. For this course, would you accept the tutor again?

1) Yes ____
2) No ____

Comments:

WICHITA STATE UNIVERSITY
SPECIAL SERVICES PROGRAM
OPERATION SUCCESS - PROGRAM SURVEY

Name _____

The following is a survey of OPERATION SUCCESS in which you participated this past semester. The items which follow will be used to assess the program in order to make it more effective. Please answer all of the questions as accurately as possible.

PART I

The answers in this section apply to this past semester; please mark the appropriate answers.

As a result of participation in this Program, I have:	DISAGREE				AGREE
1. Increased my awareness of my academic strengths and weaknesses.	1	2	3	4	5
2. I got to know about financial services/ obtained information on scholarships.	1	2	3	4	5
3. Become more confident about my educational goals.	1	2	3	4	5
4. Become more aware of my abilities and how they relate to my career plans.	1	2	3	4	5
5. Increased my awareness of university services.	1	2	3	4	5
6. Increased my awareness of self in general.	1	2	3	4	5

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	DISAGREE				AGREE
7. Asserted myself to a greater extent than before.	1	2	3	4	5
8. Improved my ability to express myself.	1	2	3	4	5
9. Began or continued to develop a set of personal values to guide my life.	1	2	3	4	5
10. Increased my awareness of other people (races, cultures, etc.)	1	2	3	4	5
11. Become more comfortable about continuing my education.	1	2	3	4	5
12. Have met new people and have a feeling of belonging.	1	2	3	4	5

13. Received assistance through: They were beneficial to me

1. ___ Tutoring Services Yes ____ No ____
2. ___ Typewriter services Yes ____ No ____
3. ___ Book loan services Yes ____ No ____
4. ___ Workshops Yes ____ No ____

PART II

1. What, in your opinion, was the most beneficial part of OPERATION SUCCESS?

   How was this helpful to you?

2. What would you change about the program?

3. Will you enroll in the program next semester?

4. What are your plans for next semester?

Comments:

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Special Services Program

SPECIAL SERVICES PROGRAM, WICHITA STATE UNIVERSITY

OPERATION SUCCESS

STUDENT WITHDRAWAL REPORT

Reason for Withdrawal from Program: (Check one or more)

1. Satisfactory Academic Progress
   (Program Services no longer needed) _____
2. Transferred to another College or University _____
3. Graduated _____
4. Financial Problems _____
5. Personal Problems _____
6. Health Problems _____
7. Employment Problems _____
8. Academic Dismissal _____
9. Administrative Dismissal _____
10. Continued Participation Unprofitable _____
11. Failing School _____
12. Leaving School _____
13. No Study Time _____
14. Didn't Like Tutor _____
15. Reason Withheld _____
16. Other _____ _____

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OPERATION SUCCESS

STUDENT TUTOR/ADVISOR APPLICATION

Name _____ S.S. # _____ Phone # _____
Address _____ City _____ State _____ Zip _____
Birthdate _____ U.S. Citizen _____ Veteran _____

Educational Information

Class _____ Major _____ Overall GPA _____
No. of hrs. this semester _____ Projected hrs. next semester _____
Graduation date _____ Other WSU Employment _____
Office or Department

Professional Development and Honors (Campus and Community)

List of honors or awards received this year _____
_____
List of activities and/or organizations you are involved in _____
_____

Tutoring

How long have you tutored with Operation Success? _____ (Number of semesters)
Do you tutor for any other office or department? [ ] Yes [ ] No. If yes, please list _____
How many hours do you want to tutor next semester? _____

Please check the areas which you feel qualified as a tutor.

__ Art History
__ Business Admin.
__ Business Ed.
__ Chemistry
__ Foreign Language
Which _____
_____
__ Geology
__ Journalism
__ English
__ Logopedics
__ Computer Sc.
__ Statistics
Which _____
__ Minority St.
__ Music
__ Physics
__ Religion
__ Math
__ Instru. Ser.
__ Biology
__ Economics
__ Engin. Core
__ AE __ IE
__ ME __ EE
__ Geography
__ History
__ Philosophy
__ Political Sci.
__ Psychology
__ Social Work
__ Accounting
__ Anthropology
__ American Studies
__ Sociology
__ Others
_____
_____
_____
_____

Which of the previously checked classes would you feel most comfortable tutoring?
_____

Other Employment

List other campus employment _____
List other outside employment _____

Miscellaneous

Are you eligible for work study? [ ] Yes [ ] No
What personal attributes do you think best qualifies you as a tutor? _____
_____

I hereby authorize a block-out of my college transcript. This is to be used for evaluation purposes only and will be held in the strictest confidence.

Signature _____ Date _____

SPECIAL SERVICES PROGRAM - WICHITA STATE UNIVERSITY

Evaluation of Weekly Tutorial Staff Meetings

Speaker _____ Date _____

Topic _____

Note: Circle the response that most closely shows your judgment.

1. This topic was a subject:

1	2	3	4	5
I was not familiar with				I was familiar with

2. This session was:

1	2	3	4	5
Uninteresting				Interesting

3. This session increased my understanding of what tutoring involves:

1	2	3	4	5
Not at All				A great deal

4. This session increased my overall knowledge:

1	2	3	4	5
This session was uninformative				Informative

5. This session increased my skills for tutoring:

1	2	3	4	5
Not at All				A great deal

6. The physical setting (room, lighting, etc.) was:

1	2	3	4	5
Poor				Excellent

Comments:

TUTOR PERCEPTION SURVEY

This questionnaire is designed to collect data on the general feelings, opinions, and perceptions of Tutor-Advisors at Operation Success. Your honest answers would assist the program to offer some advantages that are more satisfying to you.

You may check more than one answer.

INITIAL ACCESS TO OPERATION SUCCESS -

1. Why did you initially think of joining Operation Success as a Tutor?
   a) Convenience of working on campus
   b) Advantage of keeping in touch with academic material while tutoring
   c) Convenient way of earning some money
   d) Possibility of enhancing one's confidence
   e) Potential advantage of future job opportunities
   f) Any other

EXPERIENCE AS A TUTOR-ADVISOR -

2. What have been your most satisfying experiences regarding your students? When relevant, please write a short description of your experience as a response to each question.

YES	NO	
____	____	a) To see a student of yours learn study skills
____	____	b) To see students get better grades
____	____	c) To experience seeing the growth of a student in comprehension, concentration, and learning
____	____	d) To observe a student increase his/her interest in academic work as he/she experienced success in college work
____	____	e) I feel appreciation and a sense of positive accomplishment when a student mentions that I assist him/her.
____	____	f) To have been able to offer some counseling as a peer or even act as a 'C' sounding board, to a student with a personal problem. Comment on how effective you felt you were in this capacity.

YES NO 3. In your own perception, what disappointments have you experienced?

___ ___ a) To observe students who are not motivated to study

___ ___ b) To have students not show up at the contracted time, often without notice

___ ___ c) To observe students who are not enthusiastic about academic achievement

___ ___ d) To observe students' inability to perceive the importance of academic achievement in their future job opportunities

___ ___ e) To observe students who want merely to obtain a "passing" or a "C" grade (comment on frequency or lack of it)

f) Any others

4. As a Tutor-Advisor, you may have experienced some personal growth and development. Comment on the following:

YES NO

___ ___ a) I feel that I have more confidence in dealing with people, having seen that I have strengths that can influence growth in my students.

___ ___ b) I feel that I have developed/enhanced leadership qualities during my time as a Tutor-Advisor.

___ ___ c) I feel that I gain inner satisfaction from being able to assist others who have not had the same advantages I have had so far in life, and that I may have been instrumental in enhancing their academic work.

___ ___ d) Looking back at the tutorial process, my contributions to the program have been of a positive nature (please enumerate).

___ ___ e) I feel that my contributions are worth more than I am paid for.

TRAINING TO BE A TUTOR-ADVISOR

5. The Training Program

a) The initial training I received when I entered the program as a Tutor-Advisor was: ___ adequate ___ inadequate
Comments:

b) As time progressed, I learned the process of tutoring:

___ from other experienced tutors.

___ from asking questions of the Counselors.

___ from brief orientations or conversations with Counselors.

___ from observations of the experienced tutors.

___ at the weekly Friday meetings.

___ Other _____

6. The weekly meetings were targeted to not only enhance the tutor's role in the job capacity but also to enhance the personal growth of the tutors. With this in mind answer the following:

YES NO

___ ___ a) I would have preferred more speakers who gave me insight into "How to be an Effective Tutor."

___ ___ b) In addition to the above, "How to be an Effective Peer Counselor."

___ ___ c) The weekly meetings had featured speakers that enhanced my perspective on:

___ W.S.U. instructors.

___ some tips on how to be an effective tutor.

___ some methodology of teaching (W.S.U. professors speak on their teaching methodologies).

___ my overall awareness of campus activities (announcements by persons who were involved in campus activities)

___ campus services (health, dental).

___ information useful to my future (i.e., resume writing).

7. Fringe Benefits

The Program Director often raises funds in order to provide some fringe benefits for the tutors. What are your perceptions of their benefits to you?

YES NO

___ ___ a) It is nice to be remembered on my birthday and I have positive feelings when we have a cake, card, etc.
Comments:

___ ___ b) I feel a part of the program. The staff recognizes my services as valuable, and I receive positive remarks from our speakers.
Comments:

___ ___ c) In the process of assisting peers, my awareness of future goals has become wider, and being on the tutorial staff has enhanced my self-assurance and self-esteem.
Comments:

Special Services Program

EVALUATION OF CULTURAL ACTIVITY

SPECIAL SERVICES PROGRAM

Please answer all questions relevant to the activity you've participated in.

NAME OF ACTIVITY: _____

1. Why did you attend this activity?

2. Which activity(s) did you find the most rewarding?

3. Which activity(s) did you find the least rewarding?

4. Was the trip a worthwhile experience for you?

5. Were the meetings to plan this activity productive?

6. How many did you attend prior to the trip?

7. During this activity, were the accommodations satisfactory?

8. Do you feel the money that was allocated was reasonable?

9. Was the scheduling and agenda satisfactory? Comment:

10. What suggestions do you have to improve a trip of this nature?

11. Should we continue to plan similar trips?

    Yes _____ No _____ Reasons:

12. How did you benefit from your participation?

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PART III

DEMOGRAPHIC INFORMATION AND RESEARCH

Summary of Students
Program Survey
Student Withdrawal Report
Speaker Evaluations
Tutor Perception Survey

SUMMARY - FALL 1985

One hundred and nineteen students enrolled during the Fall 1985 semester. Forty-three students (36.1%) enrolled during the first week and 57 students (47.9%) had enrolled by the end of the second week. By the end of the fifth week, 91 students (76.5%) had enrolled, and enrollment was completed by the end of the ninth week.

Fifty-six students (47.1%) were enrolled as low income/first generation students while 49 students (41.2%) students were enrolled as first generation students only. Ten students (8.4%) fell into the category of low income only and 2 students (1.7%) were first generation/physically handicapped. One student (0.8%) fell into each of the following two categories: low income/physically handicapped and low income/first generation/physically handicapped.

Sixty-eight students (57.1%) were first time enrollees in the program and 51 students (42.9%) had been past enrollees.

The majority of students were Freshmen and Juniors. There were 49 Freshmen (41.2%) and 30 Juniors (25.2%). There were 19 Sophomores (16.0%) and 19 Seniors (16.0%). There were also 2 Graduate students (1.6%).

Of the 119 students served, there were 47 White students (39.5%) and 45 Black students (37.8%). Thirteen students (10.9%) were Hispanic and 10 students (8.4%) were Asian. There were also 4 Native American students (3.4%).

One hundred and two students were tutored. Of these tutored students, there were 44 Freshmen (43.1%), 28 Juniors (27.5%) and 17 Sophomores (16.7%). Twelve students (11.8%) were Seniors and 1 student (1.0%) was a Graduate.

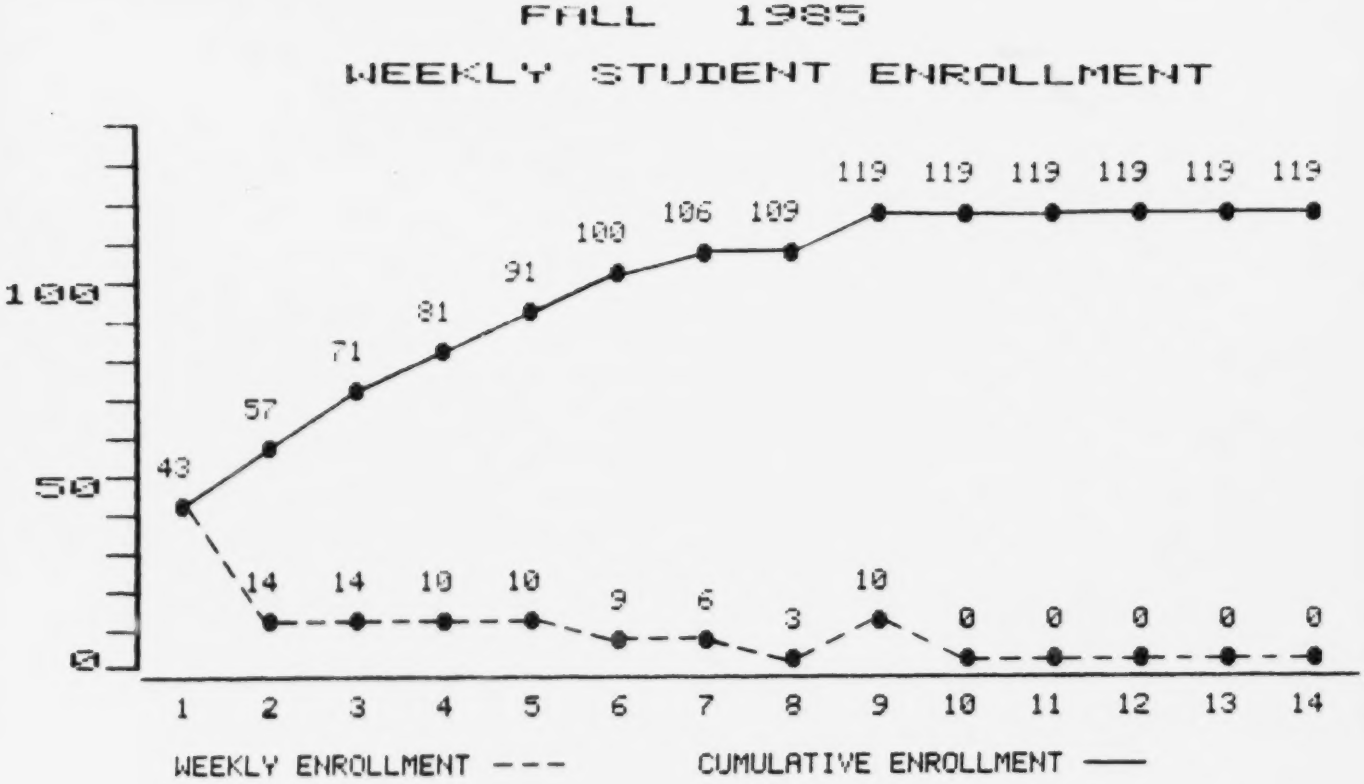
Forty-one students (40.2%) of the tutored students were Black and 40 students (39.2%) were White. There were 10 Asian students (9.8%), 8 Hispanic students (7.8%), and 3 Native American students (3.0%).

The tutorial staff for the Fall 1985 semester consisted of 17 students. These included 7 Graduate students (41.2%), 4 Juniors (23.5%), 3 Seniors (17.6%), 2 Sophomores (11.8%) and 1 Freshman (5.9%).

There were 9 White tutors (52.9%) and 7 Asian tutors (41.2%). One tutor (5.9%) was Black.

A total of 456 credit hours of courses were tutored in the Fall 1985 semester. Courses tutored included: Accounting, Biology, Chemistry, Computer Science, Economics, Engineering, English, French, Mathematics, Nursing, Physics, Spanish, and Statistics. Mathematics courses made up 207 hours of the tutored courses.

Graphs and tables depicting these statistics are included on the following pages.



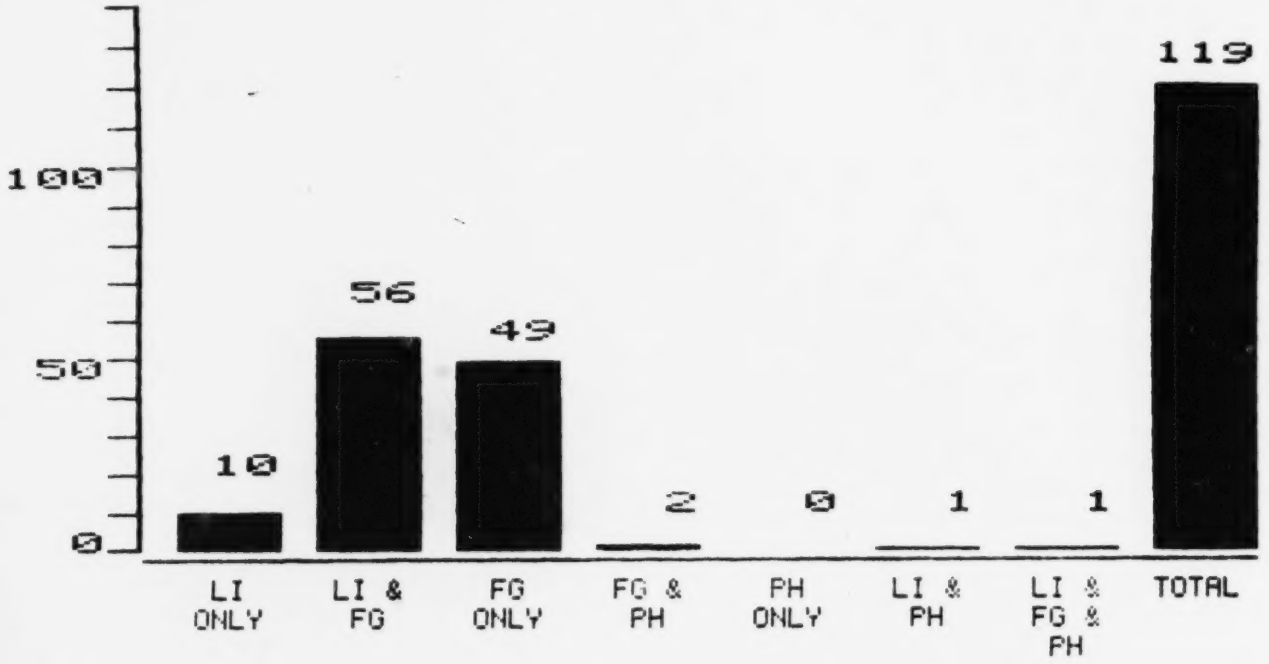
FALL 1985

WEEKLY STUDENT ENROLLMENT

No. of Weeks	No. of Students	Percentage of Total	Cumulative Total	Cumulative Percentage
1	43	36.1	43	36.1
2	14	11.8	57	47.9
3	14	11.8	71	59.7
4	10	8.4	81	68.1
5	10	8.4	91	76.5
6	9	7.6	100	84.1
7	6	5.0	106	89.1
8	3	2.5	109	91.6
9	10	8.4	119	100.0
10	0	0.0	119	100.0
11	0	0.0	119	100.0
12	0	0.0	119	100.0
13	0	0.0	119	100.0
14	0	0.0	119	100.0

FALL 1985

STUDENT ELIGIBILITY CRITERIA BREAKDOWN



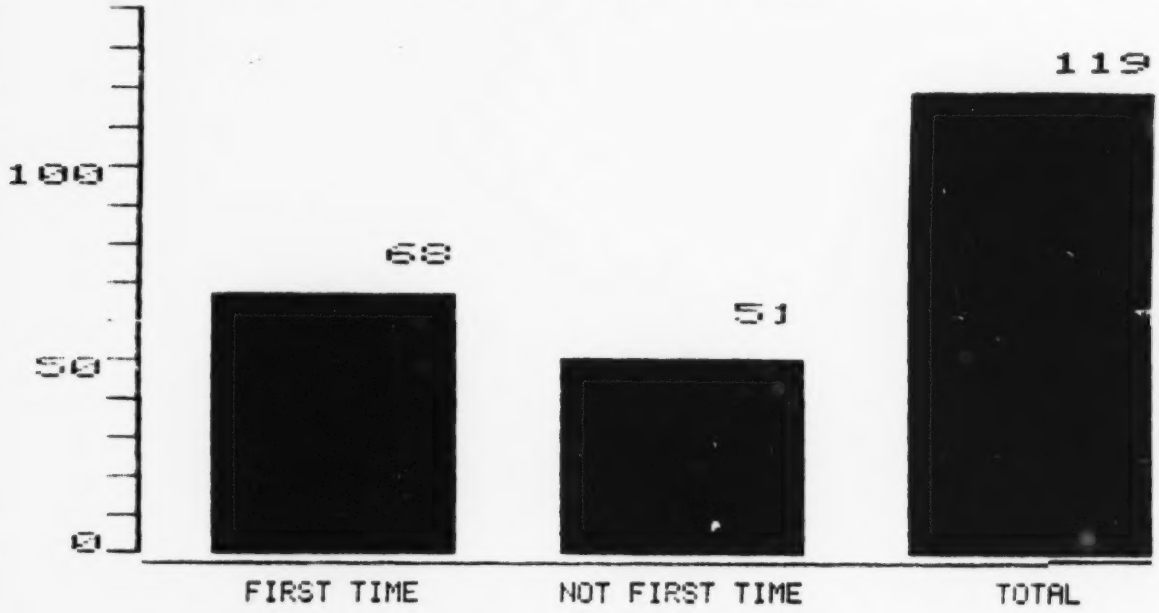
LI = LOW INCOME FG = FIRST GENERATION PH = PHYSICALLY HANDICAPPED

STUDENT ELIGIBILITY CRITERIA BREAKDOWN - FALL 1985

Eligibility Criteria	Number of Students	Percentage
Low Income Only	10	8.4
Low Income and First Generation	56	47.1
First Generation Only	49	41.2
First Generation and Physically Handicapped	2	1.7
Physically Handicapped Only	0	0.0
Low Income and Physically Handicapped	1	0.8
Low Income, First Generation and Physically Handicapped	1	0.8
Total	119	100.0

FALL 1985

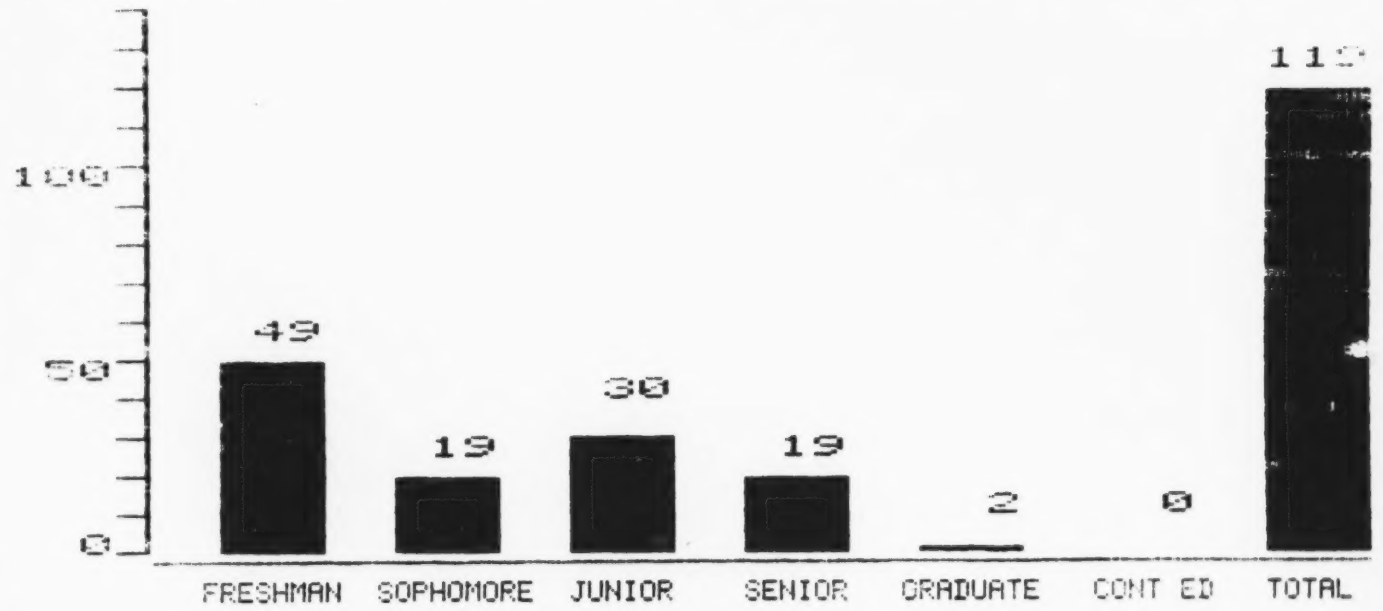
STUDENTS ENROLLING FOR THE FIRST TIME



FALL 1985

STUDENTS ENROLLING AT OPERATION SUCCESS FOR THE FIRST TIME

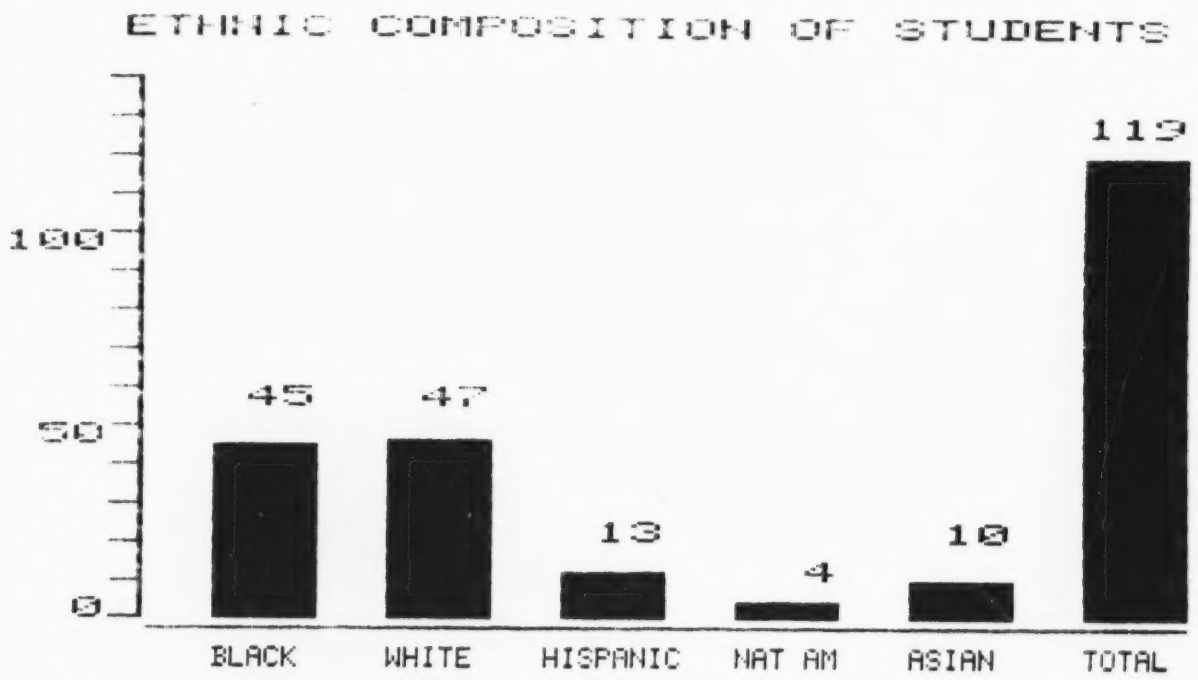
	Number of Students	Percentage
First Time	68	57.1
Not First Time	51	42.9
Total	119	100.0



FALL 1985

ACADEMIC YEAR CLASSIFICATION OF OF STUDENTS

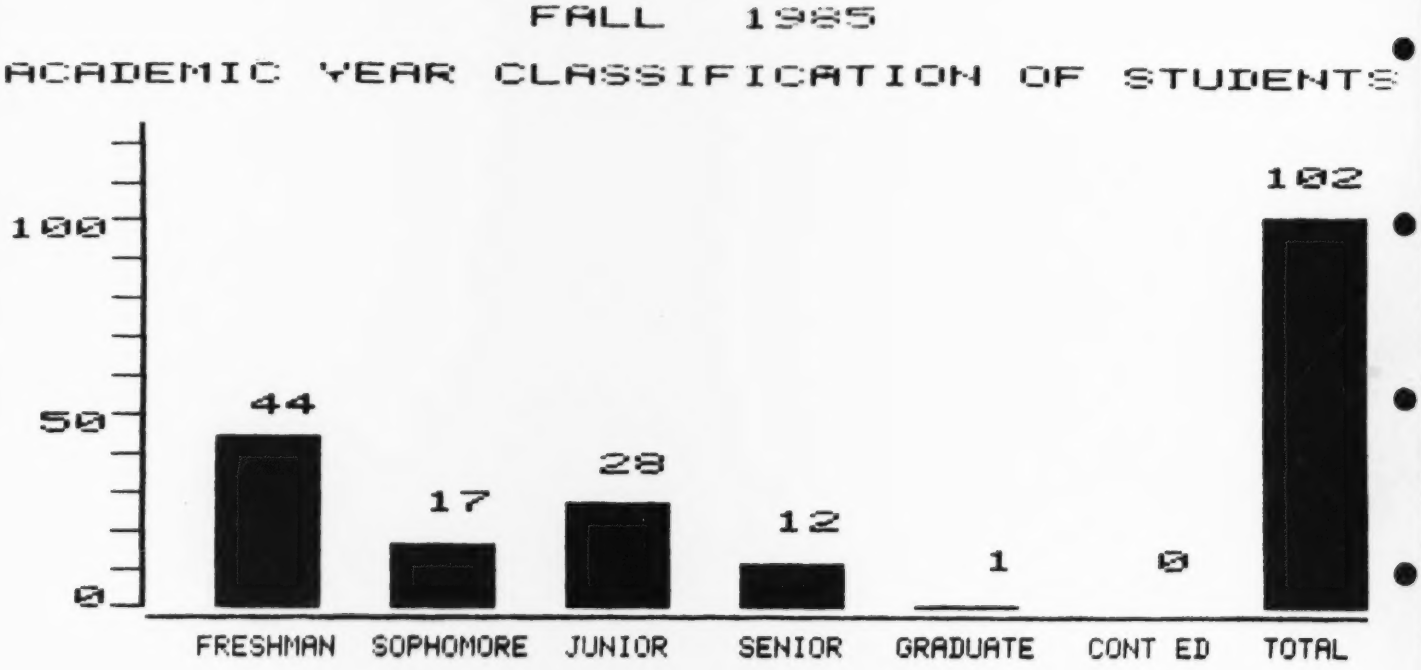
	Male	Male %	Female	Female %	Total	Total %
Freshman	15	12.6	34	28.6	49	41.2
Sophomore	5	4.2	14	11.8	19	16.0
Junior	14	11.8	16	13.4	30	25.2
Senior	4	3.4	15	12.6	19	16.0
Graduate	1	0.8	1	0.8	2	1.6
Continuing Education	0	0.0	0	0.0	0	0.0
TOTAL	39	32.8	80	67.2	119	100.0



FALL 1985

ETHNIC COMPOSITION OF STUDENTS

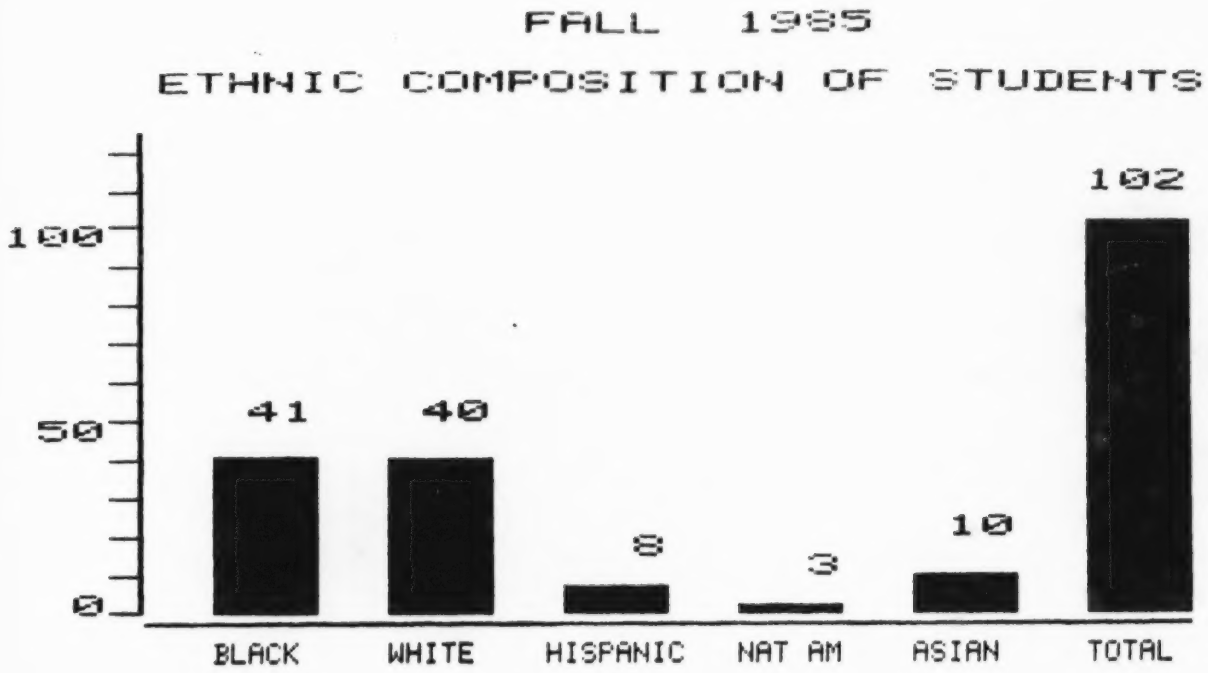
	Male	Male %	Female	Female %	Total	Total %
Black	11	9.2	34	28.6	45	37.8
White	17	14.3	30	25.2	47	39.5
Hispanic	6	5.0	7	5.9	13	10.9
Native American and Alaskan	1	0.8	3	2.5	4	3.4
Asian	4	3.4	6	5.0	10	8.4
Total	39	32.8	80	67.2	119	100.0



FALL 1985

ACADEMIC YEAR CLASSIFICATION OF TUTORED STUDENTS

	Male	Male %	Female	Female %	Total	Total %
Freshman	12	11.8	32	31.4	44	43.1
Sophomore	5	4.9	12	11.8	17	16.7
Junior	12	11.8	16	15.7	28	27.5
Senior	4	3.9	8	7.8	12	11.8
Graduate	0	0.0	1	1.0	1	1.0
Continuing Education	0	0.0	0	0.0	0	0.0
TOTAL	33	32.4	69	67.6	102	100.0



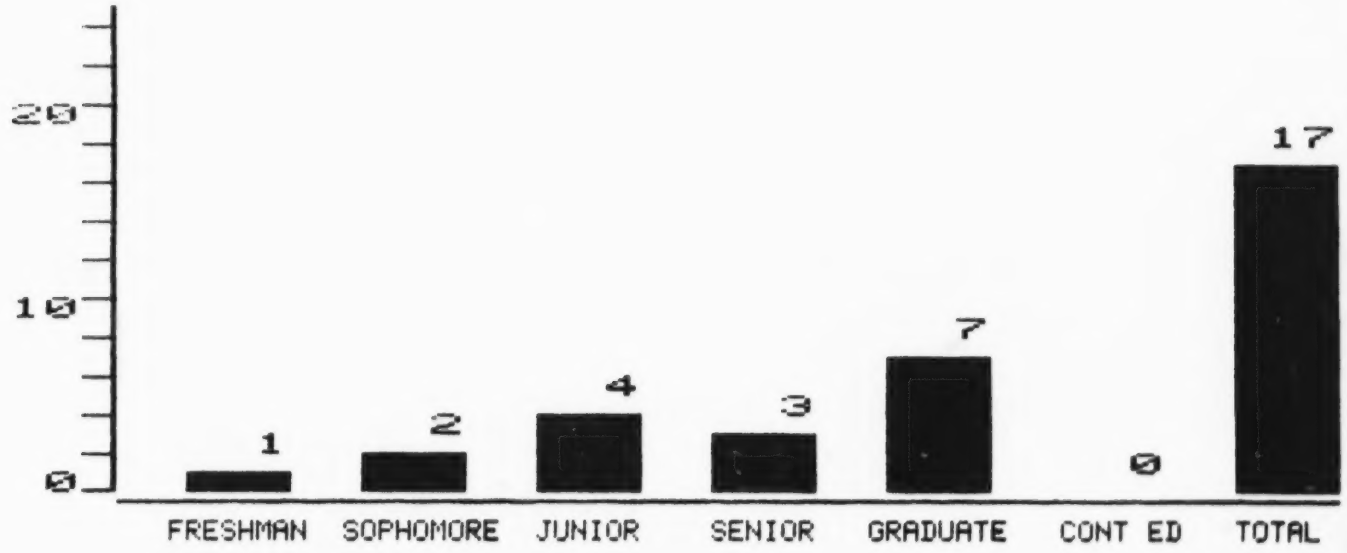
FALL 1985

ETHNIC COMPOSITION OF **TUTORED STUDENTS**

	Male	Male %	Female	Female %	Total	Total %
Afro-Am./ Black	8	7.8	33	32.4	41	40.2
White	16	15.7	24	23.5	40	39.2
Hispanic	4	3.9	4	3.9	8	7.8
Native Am. & Alaskan	1	1.0	2	2.0	3	3.0
Asian	4	3.9	6	5.9	10	9.8
TOTAL	33	32.4	69	67.6	102	100.0

FALL 1985

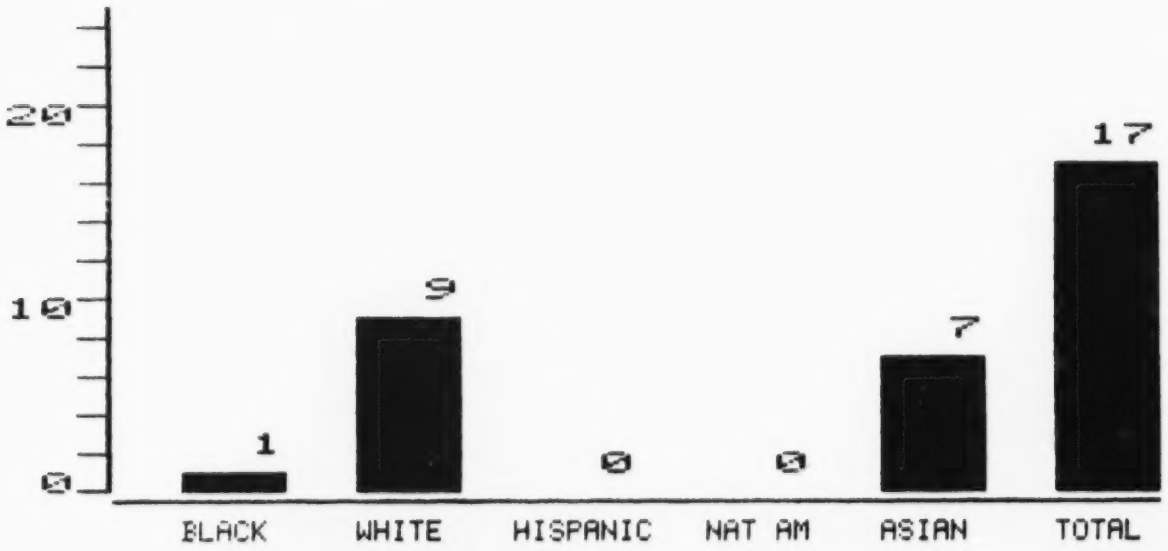
ACADEMIC YEAR CLASSIFICATION OF TUTORS



ACADEMIC YEAR CLASSIFICATION OF TUTORS - FALL 1985

	Male	Male %	Female	Female %	Total	Total %
Freshman	1	5.9	0	0.0	1	5.9
Sophomore	0	0.0	2	11.8	2	11.8
Junior	3	17.6	1	5.9	4	23.5
Senior	3	17.6	0	0.0	3	17.6
Graduate	5	29.4	2	11.8	7	41.2
Continuing Education	0	0.0	0	0.0	0	0.0
TOTAL	12	70.6	5	29.4	17	100.0

FALL 1985
ETHNIC COMPOSITION OF TUTORS



ETHNIC COMPOSITION OF TUTORS - FALL 1985

	Male	Male %	Female	Female %	Total	Total %
Afro-Am./ Black	0	0.0	1	5.9	1	5.9
White	5	29.4	4	23.5	9	52.9
Hispanic	0	0.0	0	0.0	0	0.0
Native Am. & Alaskan	0	0.0	0	0.0	0	0.0
Asian	7	41.2	0	0.0	7	41.2
TOTAL	12	70.6	5	29.4	17	100.0

FALL 1985

CREDIT HOURS FOR WHICH TUTORIAL SERVICES WERE PROVIDED

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours Tutored
Accounting			
210	3	5	15
220	3	2	6
			21
Aero. Engineering			
327	2	1	2
333	3	1	3
			5
Biology			
105	4	1	4
120	4	1	4
203	5	3	15
225	3	2	6
			29
Chemistry			
103	5	1	5
111	5	4	20
112	5	2	10
			35
Computer Science			
105	3	1	3
140	3	1	3
201	3	1	3
216	3	2	6
300	3	1	3
420	3	1	3
			21
Economics			
101	3	1	3
201	3	2	6
231	4	1	4
			13
English			
011	3	4	12
101	3	3	9
102	3	2	6
210	3	1	3
315	3	1	3
			33
French			
111	5	1	5

CREDIT HOURS FOR WHICH TUTORIAL SERVICES WERE PROVIDED

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours Tutored
Mathematics			
011	5	6	30
021	3	1	3
109	5	16	80
111	3	4	12
112	5	3	15
123	3	2	6
144	3	2	6
242	5	3	15
243	5	4	20
331	3	1	3
344	3	2	6
501	5	1	5
550	3	1	3
651	3	1	3
			207
Nursing			
347	4	1	4
Physics			
111	4	1	4
214	5	2	10
313	4	2	8
314	4	2	8
			30
Spanish			
111	5	7	35
112	5	2	10
210	5	1	5
			50
Statistics			
370	3	1	3
TOTAL CREDIT HOURS TUTORED			456

SUMMARY - SPRING 1986

One hundred and three students enrolled during the Spring 1986 semester bringing the enrollment for the Fall and Spring semesters to 222 students.

Sixty-four students (62.1%) enrolled during the first week alone. By the end of the second week, 88 students (85.4%) had enrolled, and enrollment was completed by the end of the fifth week.

Fifty-three students (51.5%) were enrolled as low income/first generation students and 35 students (34.0%) were first generation students only. There were 8 students (7.8%) qualified as low income only and 4 students (3.9%) qualified as low income/first generation/physically handicapped. Two students (1.9%) were first generation/physically handicapped and 1 student (1.0%) was low income/physically handicapped.

Thirty-six students (35.0%) were first time enrollees in the program and 67 students (65.0%) had been past members of the program.

The students were rather evenly divided into the four undergraduate academic classes. There were 29 Freshmen (28.2%), 28 Juniors (27.2%), 24 Sophomores (23.3%), and 21 Seniors (20.4%). There was also 1 Graduate student (1.0%).

Black and White students made up the largest part of enrollment. There were 45 White students (43.7%) and 39 Black students (37.9%). There were also 11 Asian students (10.7%), 5 Hispanic students (4.9%), and 3 Native American students (2.9%).

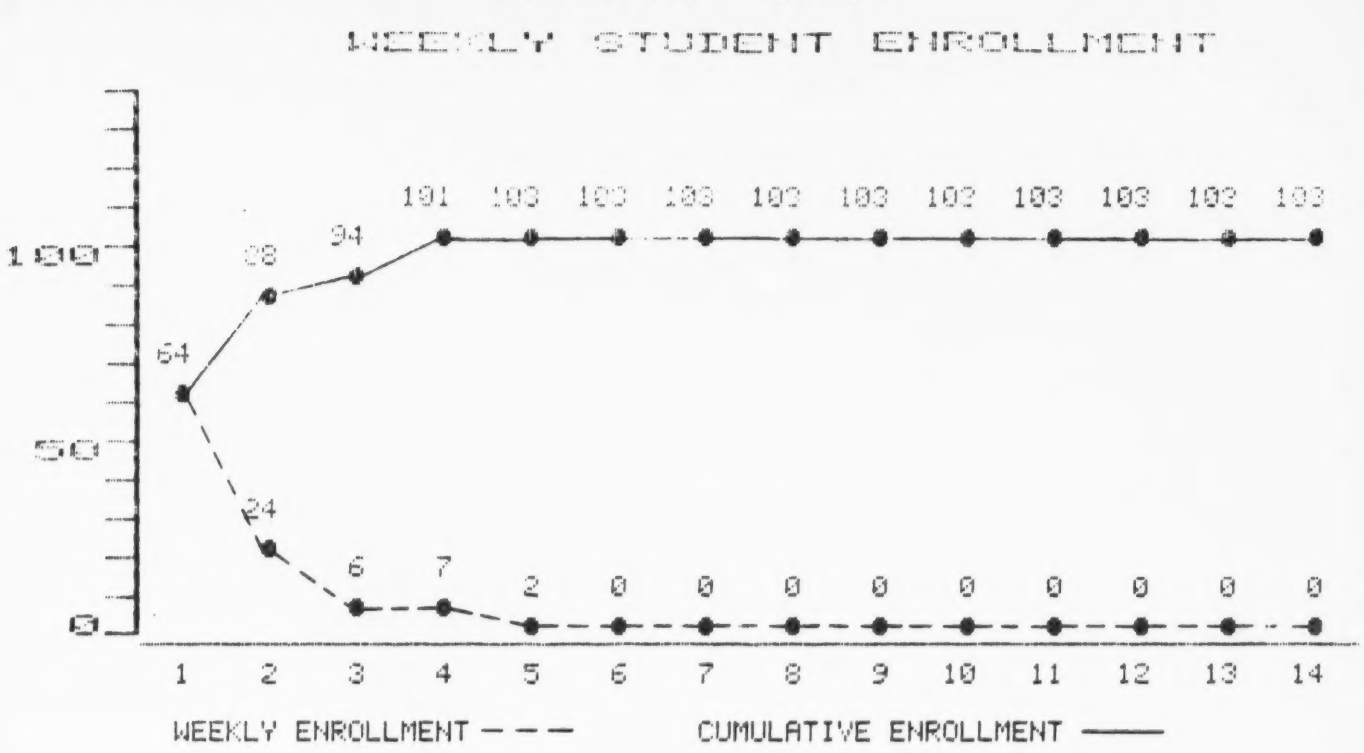
Ninety-four students in the Spring semester were tutored. These students included 27 Juniors (28.7%), 24 Sophomores (25.5%), 23 Freshmen (24.5%), and 19 Seniors (20.2%). There was also 1 Graduate student (1.1%) being tutored.

Of the tutored students, there were 40 white students (42.6%) and 36 Black students (38.3%). Ten students (10.6%) were Asians, 5 students (5.3%) were Hispanics, and 3 students (3.2%) were Native Americans.

Fourteen students were hired as tutors in the Spring 1986 semester. There 6 Graduate students (42.9%), 4 Seniors (28.6%), 2 Sophomores (14.3%), and 2 Juniors (14.3%).

The tutors included 9 Asian students (64.3%) and 5 White students (35.7%).

A total of 416 credit hours of courses were tutored during the Spring semester. Tutored courses included: Accounting, Art History, Biology, Chemistry, Computer Science, Economics, Engineering, English, Finance, French, Health Sciences, Management, Mathematics, Nursing, Physics, Psychology, and Spanish. The largest number of courses were Mathematics courses with 151 credit hours.



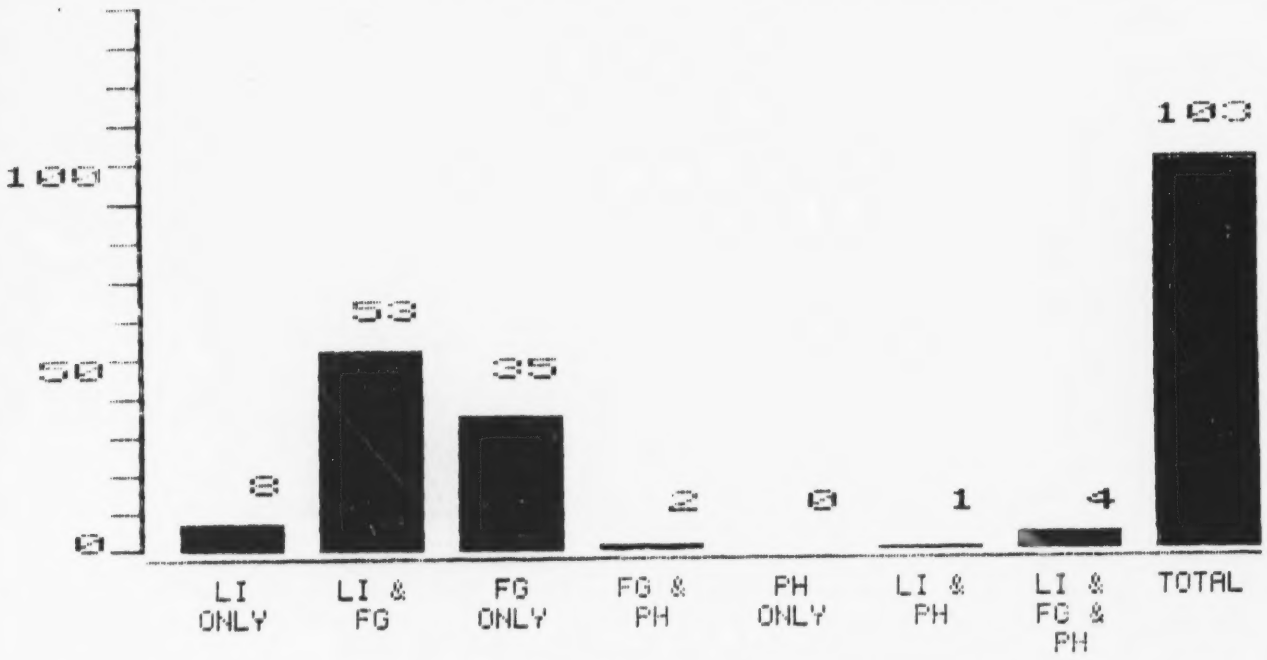
SPRING 1986

WEEKLY STUDENT ENROLLMENT

No. of Weeks	No. of Students	Percentage of Total	Cumulative Total	Cumulative Percentage
1	64	62.1	64	62.1
2	24	23.3	88	85.4
3	6	5.8	94	91.3
4	7	6.8	101	98.1
5	2	1.9	103	100.0
6	0	0.0	103	100.0
7	0	0.0	103	100.0
8	0	0.0	103	100.0
9	0	0.0	103	100.0
10	0	0.0	103	100.0
11	0	0.0	103	100.0
12	0	0.0	103	100.0
13	0	0.0	103	100.0
14	0	0.0	103	100.0

SPRING 1986

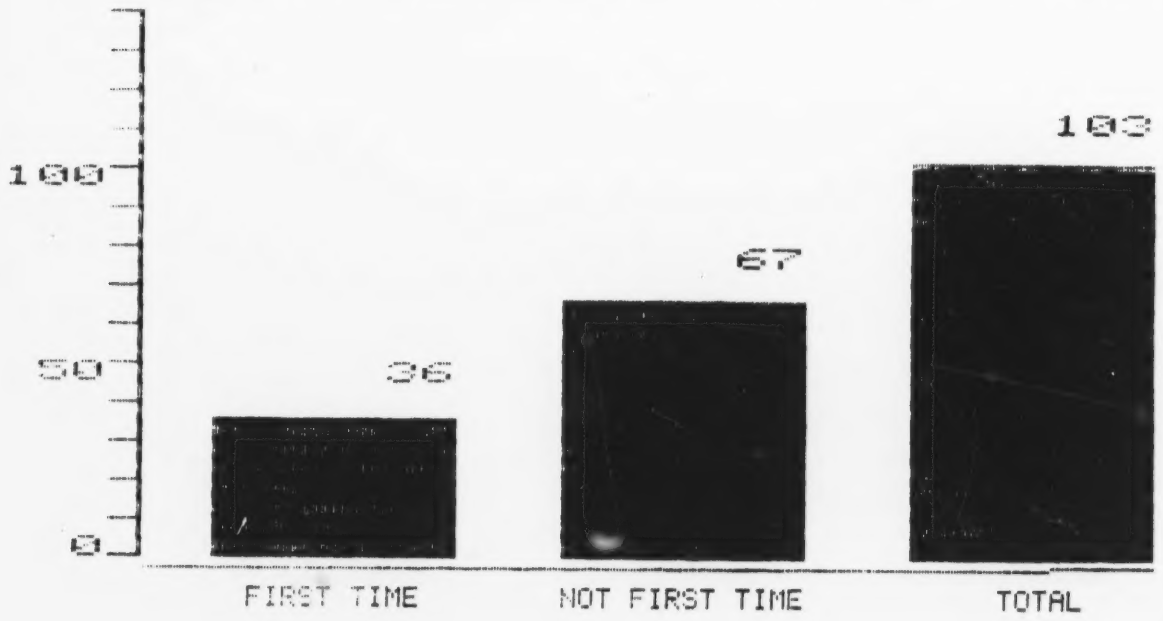
STUDENT ELIGIBILITY CRITERIA BREAKDOWN



LI = LOW INCOME FG = FIRST GENERATION PH = PHYSICALLY HANDICAPPED

STUDENT ELIGIBILITY CRITERIA BREAKDOWN - SPRING 1986

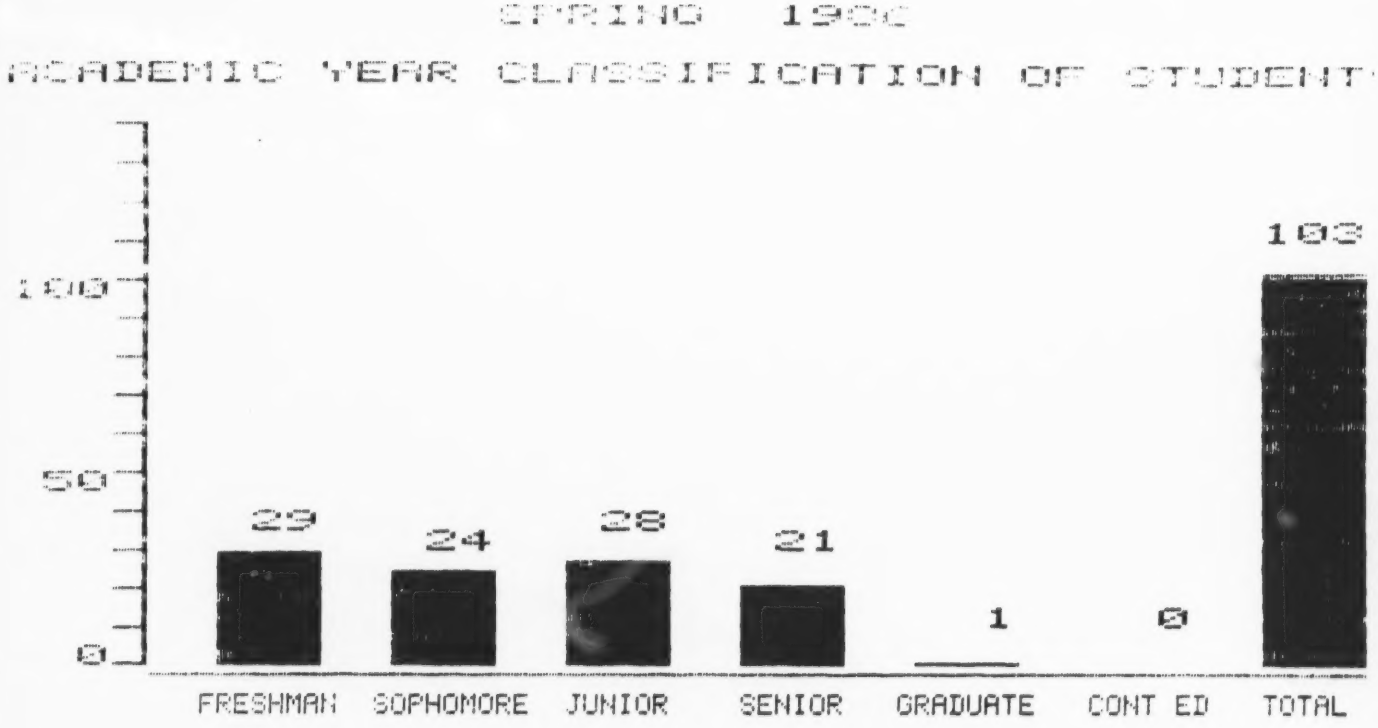
Sligibility Criteria	Number of Students	Percentage
Low Income Only	8	7.8
Low Income and First Generation	53	51.5
First Generation Only	35	34.0
First Generation and Physically Handicapped	2	1.9
Physically Handicapped Only	0	0.0
Low Income and Physically Handicapped	1	1.0
Low Income, First Generation and Physically Handicapped	4	3.9
Total	103	100.0



SPRING 1986

STUDENTS ENROLLING AT OPERATION SUCCESS FOR THE FIRST TIME

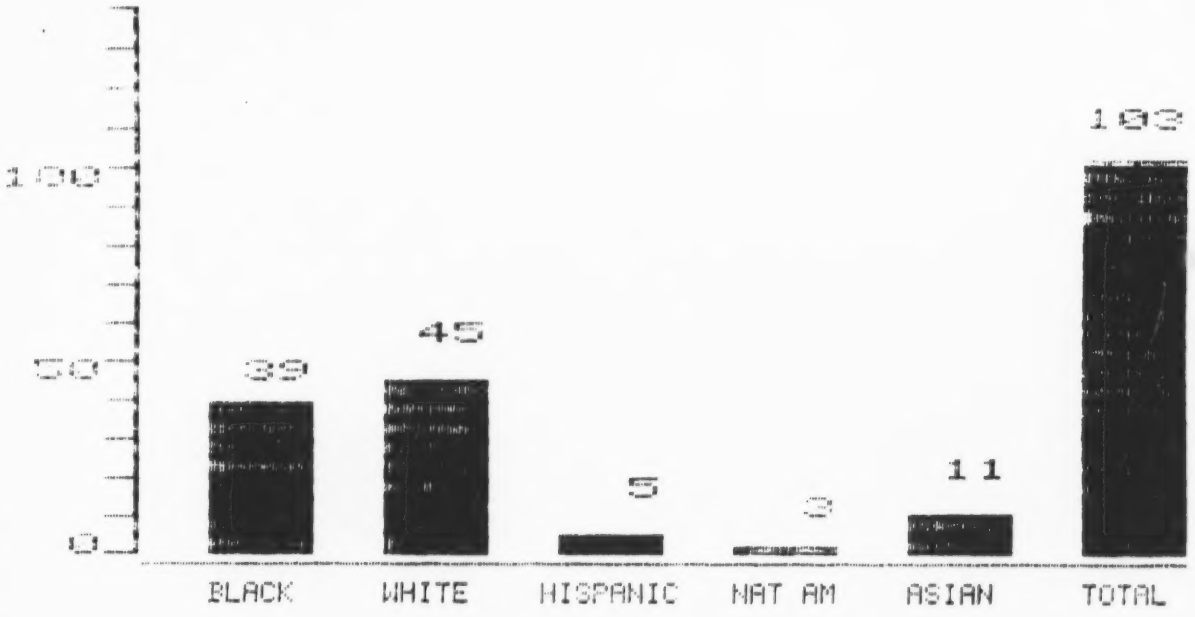
	Number of Students	Percentage
First Time	36	35.0
Not First Time	67	65.0
Total	103	100.0



SPRING 1986

ACADEMIC YEAR CLASSIFICATION OF STUDENTS

	Male	Male %	Female	Female %	Total	Total %
Freshman	11	10.7	18	17.5	29	28.2
Sophomore	7	6.8	17	16.5	24	23.3
Junior	12	11.7	16	15.5	28	27.2
Senior	8	7.8	13	12.6	21	20.4
Graduate	1	1.0	0	0.0	1	1.0
Continuing Education	0	0.0	0	0.0	0	0.0
TOTAL	39	37.9	64	62.1	103	100.0

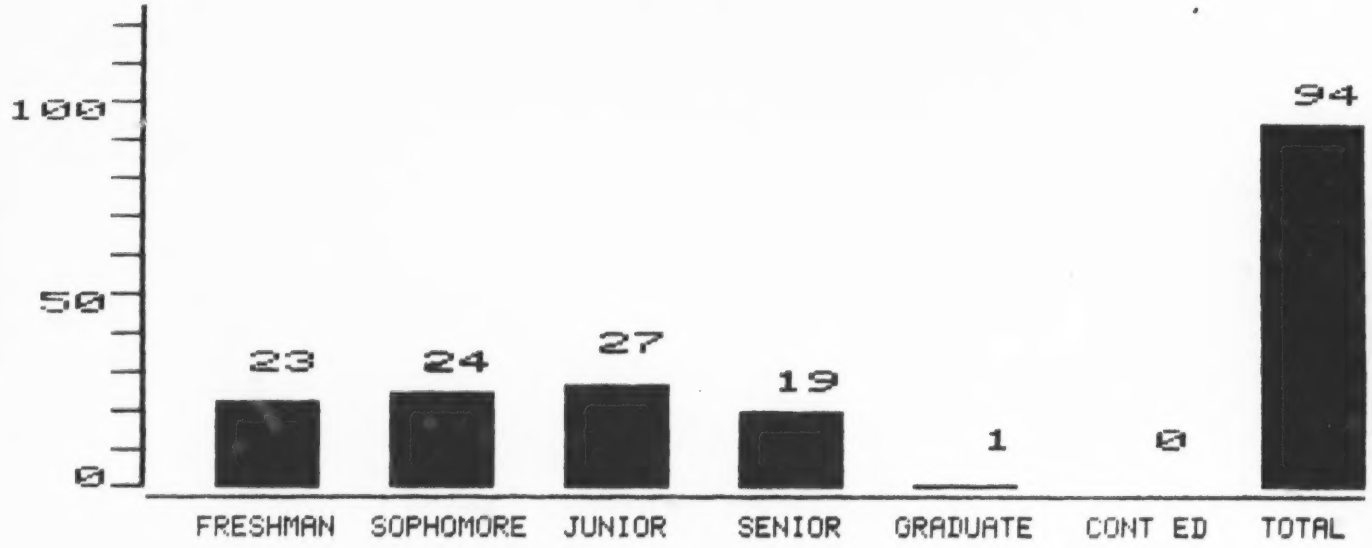


ETHNIC COMPOSITION OF STUDENTS - SPRING 1986

	Male	Male %	Female	Female %	Total	Total %
Black	8	7.8	31	30.1	39	37.9
White	24	23.3	21	20.4	45	43.7
Hispanic	3	2.9	2	1.9	5	4.9
Native American and Alaskan	1	1.0	2	1.9	3	2.9
Asian	3	2.9	8	7.8	11	10.7
Total	39	37.9	64	62.1	103	100.0

SPRING 1986

ACADEMIC YEAR CLASSIFICATION OF STUDENTS



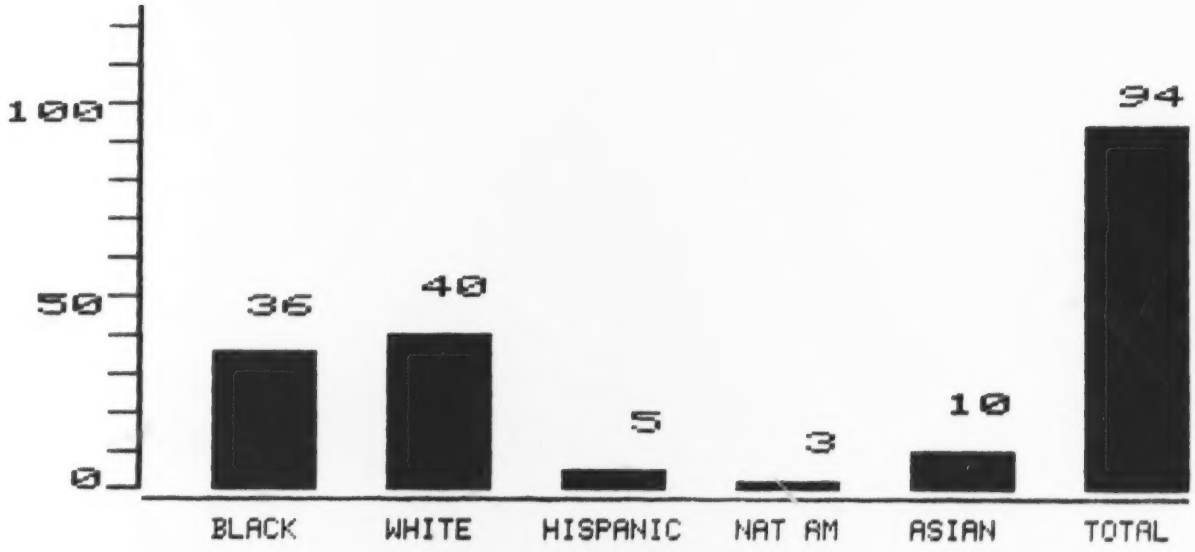
SPRING 1986

ACADEMIC YEAR CLASSIFICATION OF TUTORED STUDENTS

	Male	Male %	Female	Female %	Total	Total %
Freshman	8	8.5	15	16.0	23	24.5
Sophomore	7	7.4	17	18.1	24	25.5
Junior	11	11.7	16	17.0	27	28.7
Senior	8	8.5	11	11.7	19	20.2
Graduate	1	1.1	0	0.0	1	1.1
Continuing Education	0	0.0	0	0.0	0	0.0
TOTAL	35	37.2	59	62.8	94	100.0

SPRING 1986

ETHNIC COMPOSITION OF STUDENTS



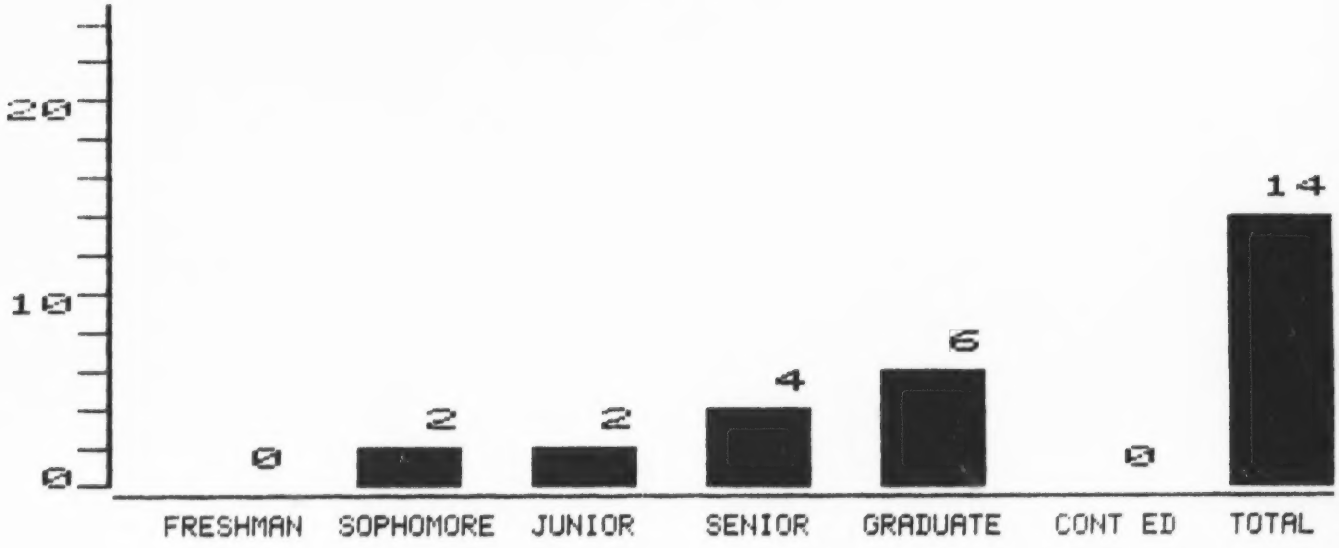
SPRING 1986

ETHNIC COMPOSITION OF TUTORED STUDENTS

	Male	Male %	Female	Female %	Total	Total %
Black	7	7.4	29	30.9	36	38.3
White	22	23.4	18	19.1	40	42.6
Hispanic	3	3.2	2	2.1	5	5.3
Native American and Alaskan	1	1.1	2	2.1	3	3.2
Asian	2	2.1	8	8.5	10	10.6
Total	35	37.2	59	62.8	94	100.0

SPRING 1986

ACADEMIC YEAR CLASSIFICATION OF TUTORS

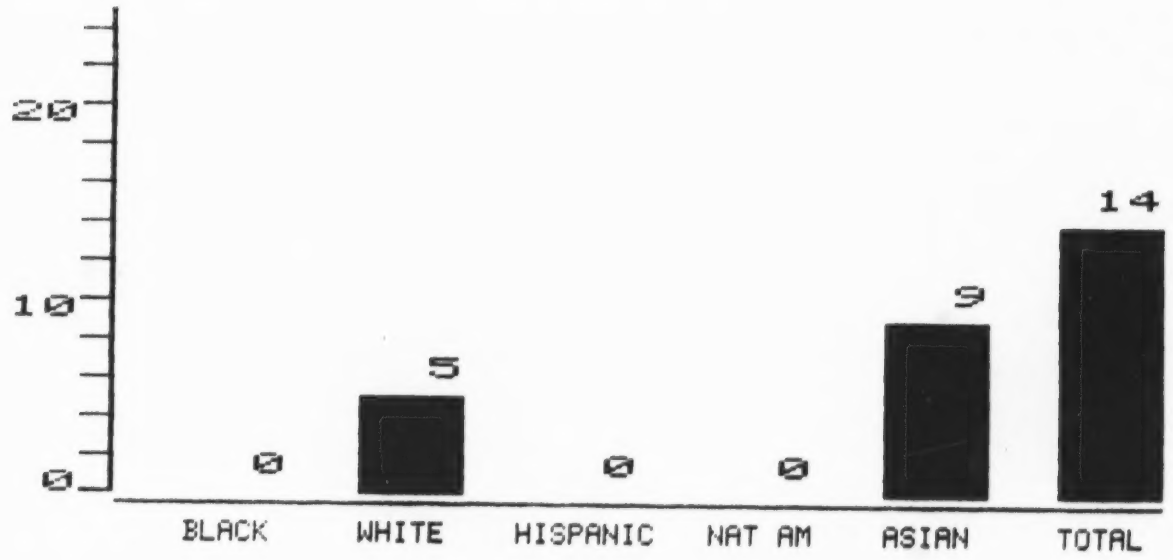


ACADEMIC YEAR CLASSIFICATION OF TUTORS - SPRING 1986

	Male	Male %	Female	Female %	Total	Total %
Freshman	0	0.0	0	0.0	0	0.0
Sophomore	0	0.0	2	14.3	2	14.3
Junior	1	7.1	1	7.1	2	14.3
Senior	4	28.6	0	0.0	4	28.6
Graduate	6	42.9	0	0.0	6	42.9
Continuing Education	0	0.0	0	0.0	0	0.0
TOTAL	11	78.6	3	21.4	14	100.0

SPRING 1986

ETHNIC COMPOSITION OF TUTORS



ETHNIC COMPOSITION OF TUTORS - SPRING 1986

	Male	Male %	Female	Female %	Total	Total %
Black	0	0.0	0	0.0	0	0.0
White	2	14.3	3	21.4	5	35.7
Hispanic	0	0.0	0	0.0	0	0.0
Native American and Alaskan	0	0.0	0	0.0	0	0.0
Asian	9	64.3	0	0.0	9	64.3
Total	11	78.6	3	21.4	14	100.0

SPRING 1986

CREDIT HOURS FOR WHICH TUTORIAL SERVICES WERE PROVIDED

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours Tutored
Accounting			
210	3	4	12
220	3	4	12
			24
Aeronautical Engineering			
324	2	1	2
Art History			
121	3	1	3
Biology			
120	4	2	8
203	5	1	5
225	3	2	6
226	3	3	9
			28
Chemistry			
101	3	2	6
103	5	2	10
111	5	1	5
112	5	3	15
531	5	1	5
			41
Computer Science			
140	3	1	3
340	3	3	9
			12
Economics			
201	3	1	3
202	3	1	3
231	4	3	12
			18
Electrical Engineering			
382	4	1	4
English			
101	3	6	18
102	3	4	12
310	3	1	3
315	3	1	3
			36

CREDIT HOURS FOR WHICH TUTORIAL SERVICES WERE PROVIDED

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours Tutored
Finance			
340	3	1	3
French			
111	5	1	5
223	3	1	3
			8
Health Sciences			
301	3	1	3
Management			
101	3	1	3
Mathematics			
011	5	3	15
109	5	10	50
111	3	3	9
112	5	2	10
123	3	1	3
144	3	5	15
242	5	3	15
243	5	2	10
344	3	4	12
550	3	3	9
752	3	1	3
			151
Mechanical Engineering			
398	3	1	3
Nursing			
465	3	1	3
Physics			
111	4	1	4
214	5	3	15
313	4	1	4
314	4	2	8
			31
Psychology			
111	3	1	3
Spanish			
111	5	3	15
112	5	3	15
210	5	2	10
			40
TOTAL CREDIT HOURS TUTORED			416

SUMMARY - SUMMER 1986

Forty-four students enrolled in the program in Summer 1986 bringing the total for the 1985-1986 academic year to 266 students.

Twenty-three students (52.3%) enrolled during the first week alone. Two students (4.5%) enrolled the following week and 13 students (29.5%) during the third week. Enrollment was completed at the end of the fourth week when 6 students (13.6%) enrolled.

Seventeen students (38.6%) were qualified under each of the following categories: low income/first generation and first generation only. Six students (13.6%) were eligible as low income only and one student was qualified in each of the two categories: physically handicapped only and low income, first generation, and physically handicapped. Two students were members of Upward Bound, another TRIO program, and were not qualified under any of the categories.

Twenty-two students (50.0%) were first time enrollees and the same number had been past participants in the program.

The majority of students served by the program were Freshmen and Seniors. There were 19 Freshmen students (43.2%) and 13 Senior students (29.5%). Eight students (18.2%) were Sophomores and 4 students (9.1%) were Juniors.

Twenty-four students (54.5%) out of the 44 students enrolled were Black while 12 students (27.3%) were White. There were also 5 Hispanic students (11.4%) and 3 Asian students (6.8%).

Thirty-six students who enrolled in the program requested tutorial services. These included 16 Freshmen (44.4%), 11 Seniors (30.6%), 7 Sophomores (19.4%), and 2 Juniors (5.6%).

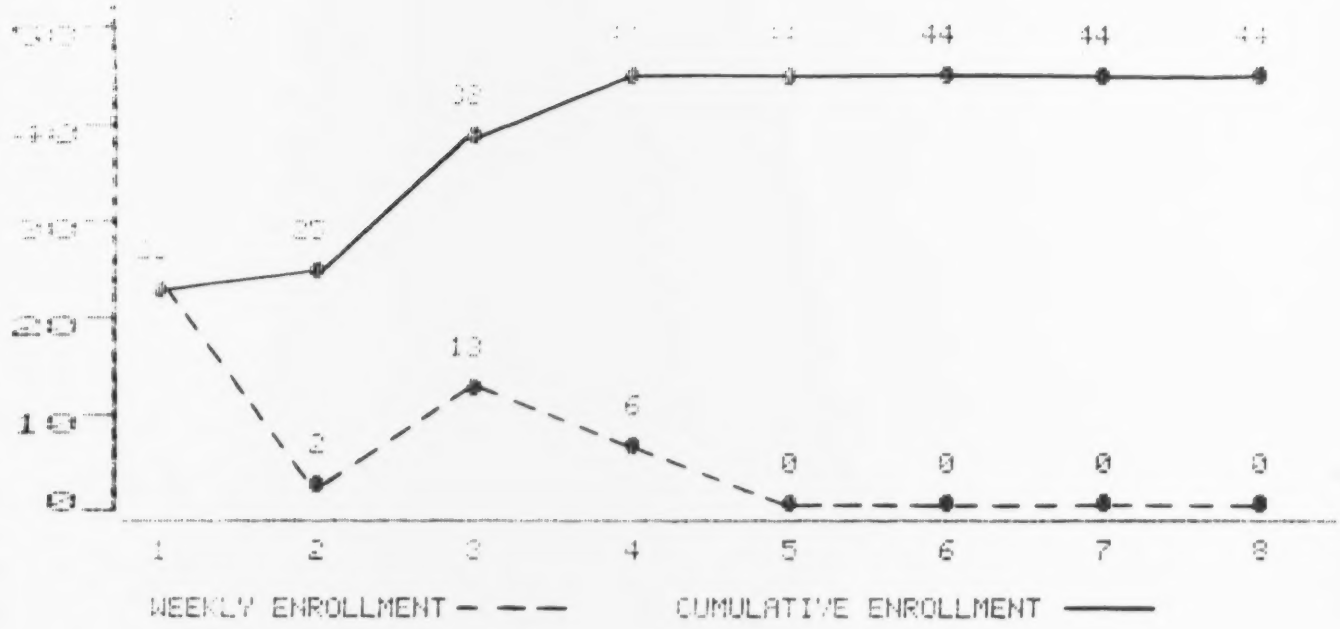
Of the tutored students, there were 19 Black students (52.8%), 12 White students (33.3%), 3 Asian students (8.3%) and 2 Hispanic students (5.6%).

The tutoring staff for the Summer 1986 semester consisted of 10 students. There were 6 Graduate students (60.0%), 3 Seniors (30.0%) and 1 Junior (10.0%) working as tutors.

Five tutors (50.0%) were Asian and 4 tutors (40.0%) were White. There was also 1 Black tutor (10.0%).

A total of 144 credit hours of courses were tutored by the tutorial staff. Areas of tutoring included Biology, Chemistry, Computer Science, Economics, Engineering, English, Mathematics, Personal Development, Psychology, and Spanish. The largest demand was for Mathematics courses with 56 hours.

Graphs and tables depicting these statistics are included on the following pages.



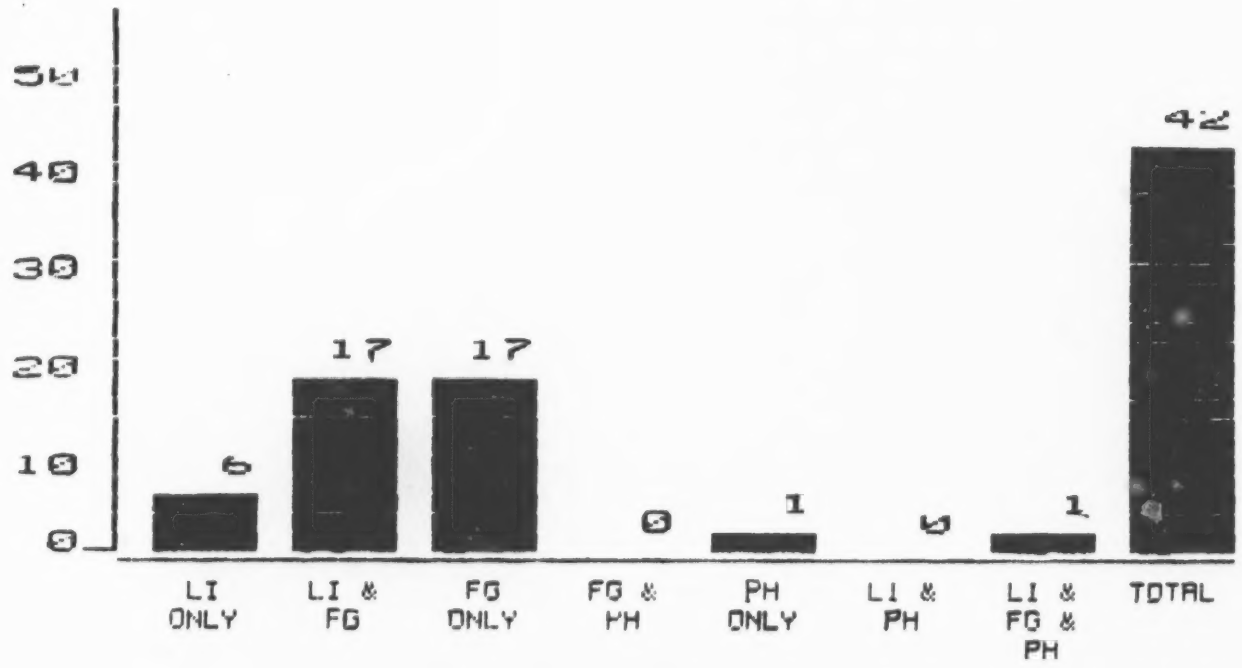
SUMMER 1986

WEEKLY STUDENT ENROLLMENT

No. of Weeks	No. of Students	Percentage of Total	Cumulative Total	Cumulative Percentage
1	23	52.3	23	52.3
2	2	4.5	25	56.8
3	13	29.5	38	86.4
4	6	13.6	44	100.0
5	0	0.0	44	100.0
6	0	0.0	44	100.0
7	0	0.0	44	100.0
8	0	0.0	44	100.0

SUMMER 1986

STUDENT ELIGIBILITY CRITERIA BREAKDOWN

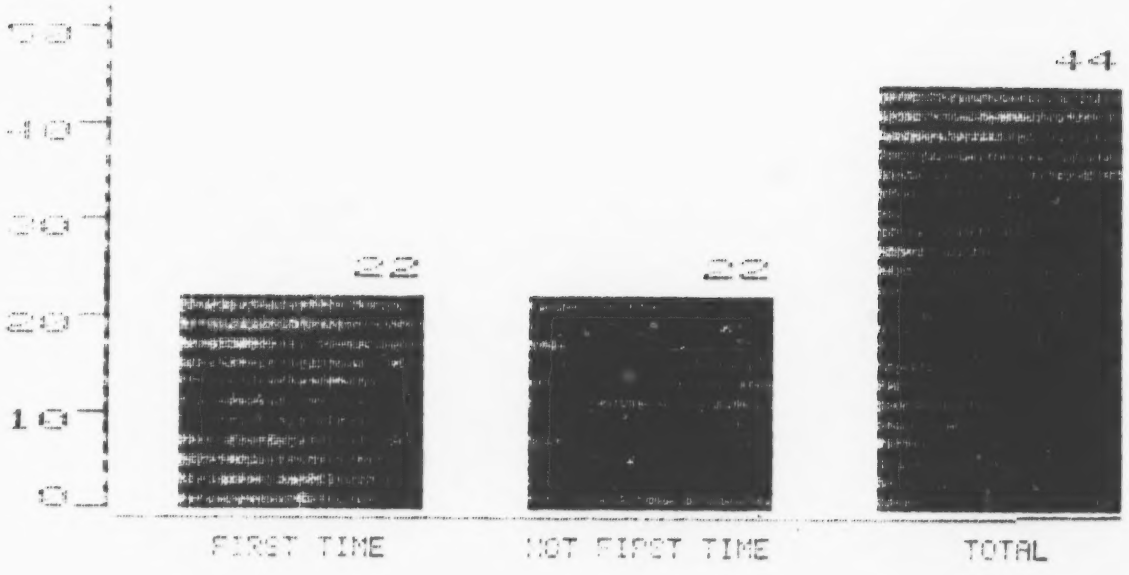


LI = LOW INCOME FG = FIRST GENERATION PH = PHYSICALLY HANDICAPPED

STUDENT ELIGIBILITY CRITERIA BREAKDOWN - SUMMER 1986

Eligibility Criteria	Number of Students	Percentage
Low Income Only	6	13.6
Low Income and First Generation	17	38.6
First Generation Only	17	38.6
First Generation and Physically Handicapped	0	0.0
Physically Handicapped Only	1	2.3
Low Income and Physically Handicapped	0	0.0
Low Income, First Generation and Physically Handicapped	1	2.3
Total	42*	95.4

***Two students served were part of an Upward Bound program and did not qualify in any categories.**



SUMMER 1986

STUDENTS ENROLLING AT OPERATION SUCCESS FOR THE FIRST TIME

	Number of Students	Percentage
First Time	22	50.0
Not First Time	22	50.0
Total	44	100.0

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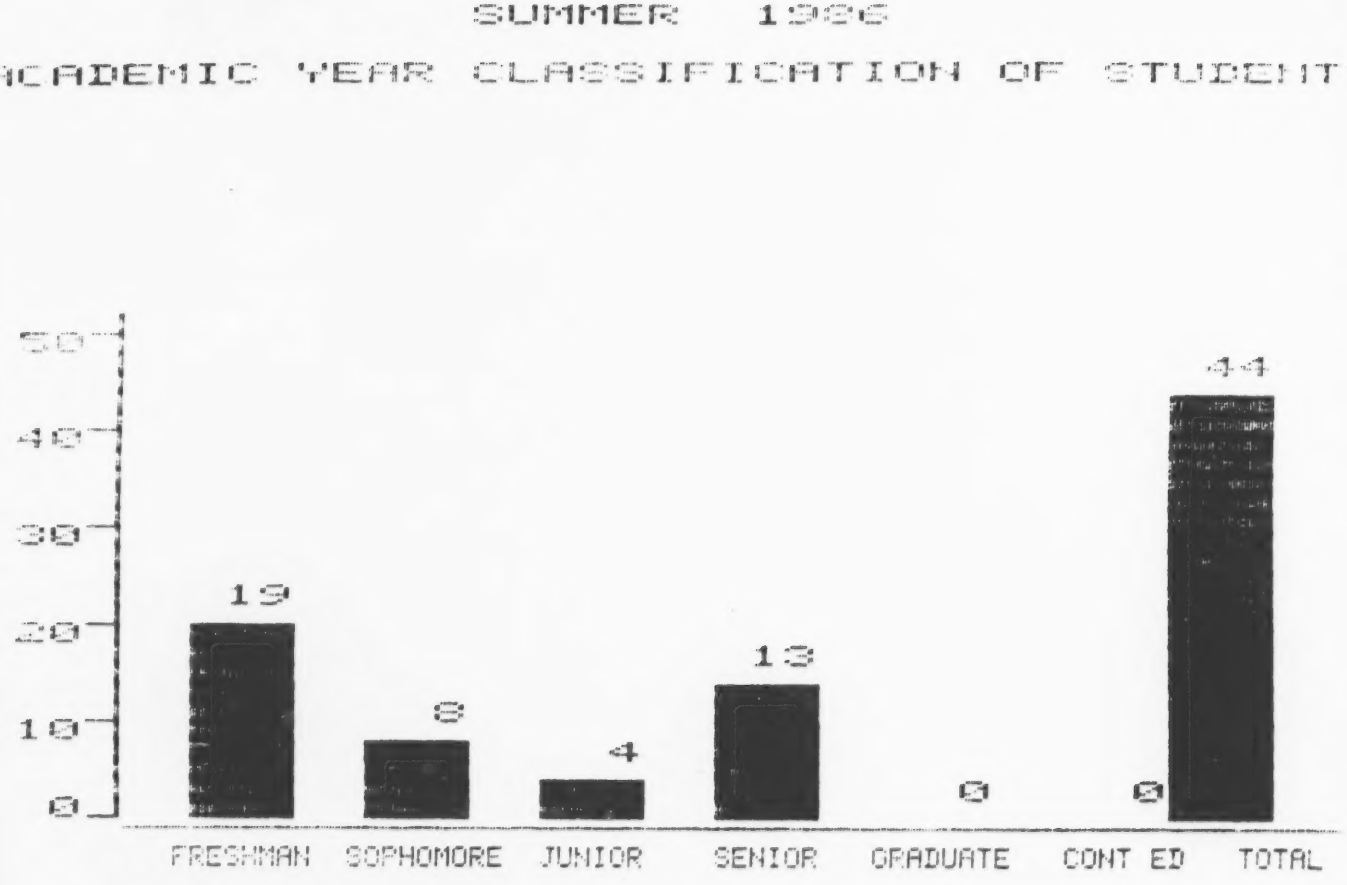
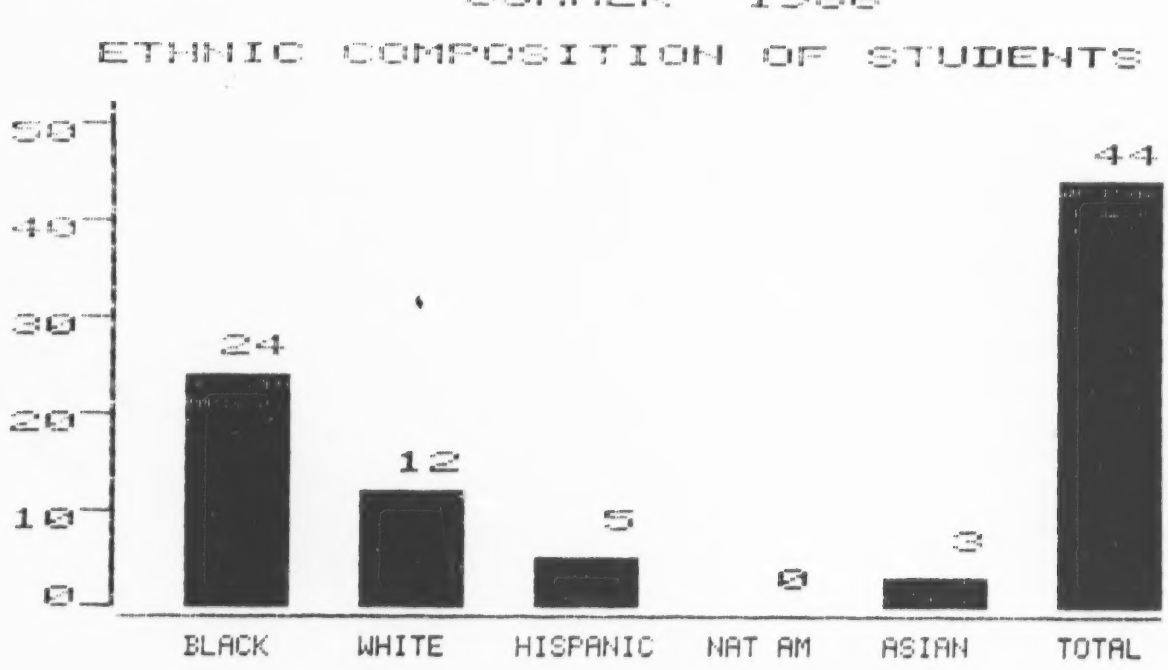


SUMMER 1986

ACADEMIC YEAR CLASSIFICATION OF **STUDENTS**

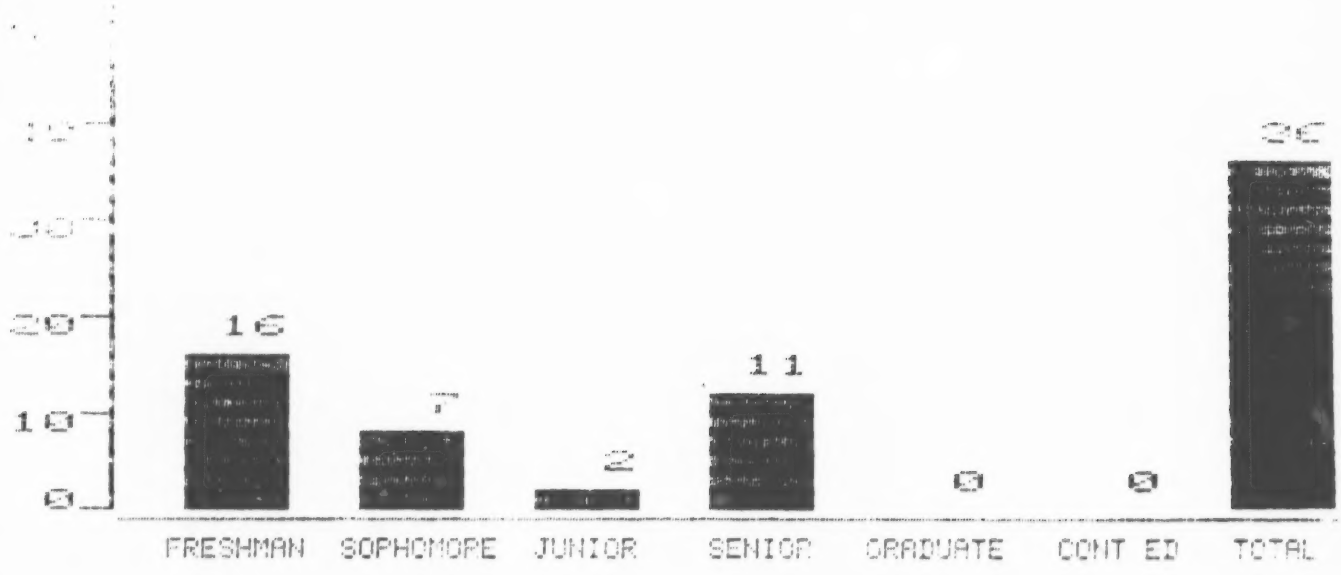
	Male	Male %	Female	Female %	Total	Total %
Freshman	4	9.1	15	34.1	19	43.2
Sophomore	2	4.5	6	13.6	8	18.2
Junior	1	2.3	3	6.8	4	9.1
Senior	4	9.1	9	20.5	13	29.5
Graduate	0	0.0	0	0.0	0	0.0
Continuing Education	0	0.0	0	0.0	0	0.0
TOTAL	11	25.0	33	75.0	44	100.0



SUMMER 1986

ETHNIC COMPOSITION OF STUDENTS

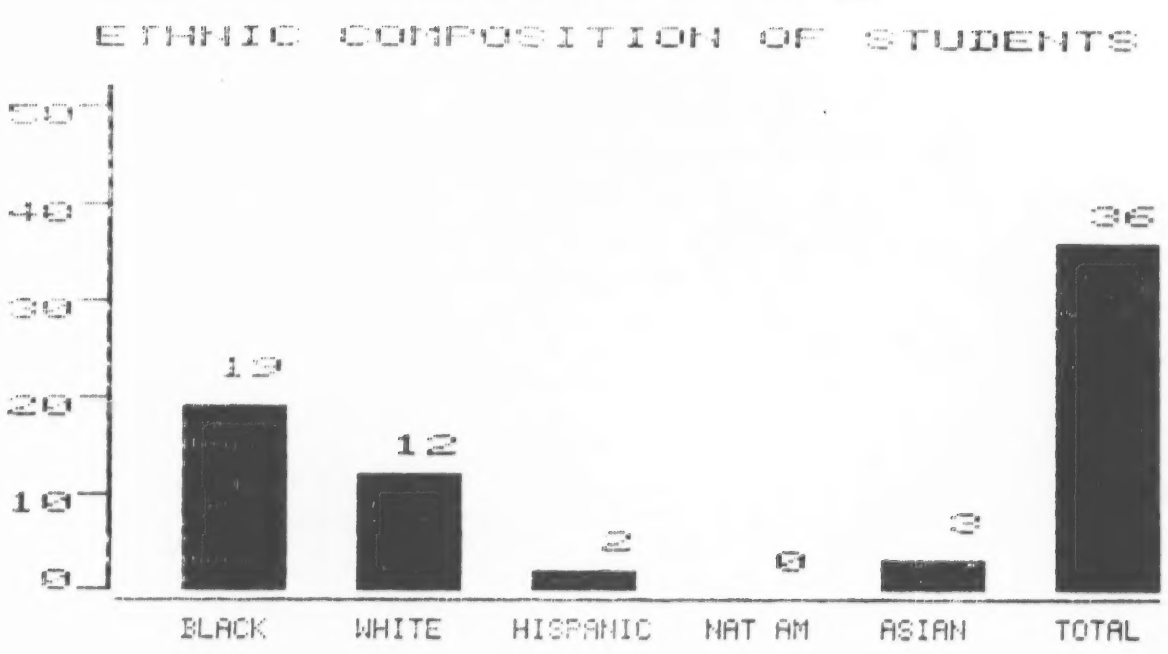
	Male	Male %	Female	Female %	Total	Total %
Black	5	11.4	19	43.2	24	54.5
White	2	4.5	10	22.7	12	27.3
Hispanic	2	4.5	3	6.8	5	11.4
Native American and Alaskan	0	0.0	0	0.0	0	0.0
Asian	2	4.5	1	2.3	3	6.8
Total	11	25.0	33	75.0	44	100.0



SUMMER 1986

ACADEMIC YEAR CLASSIFICATION OF **TUTORED STUDENTS**

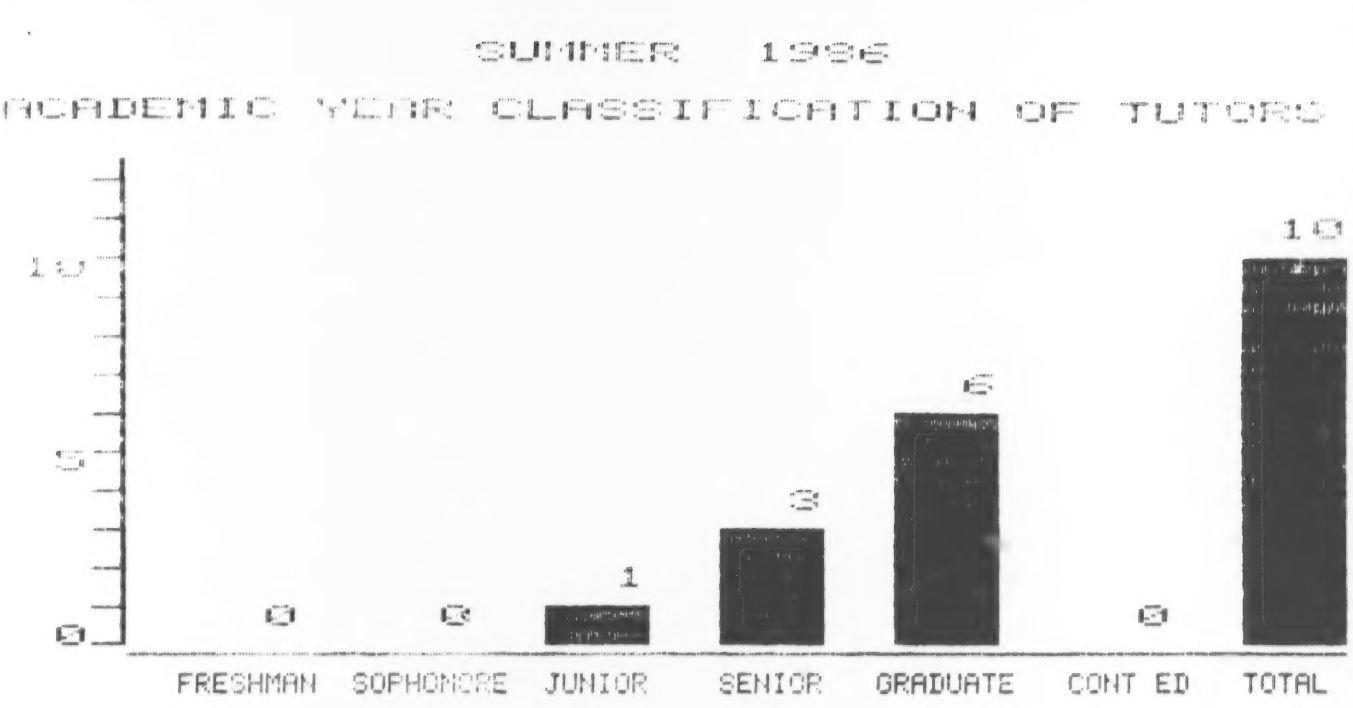
	Male	Male %	Female	Female %	Total	Total %
Freshman	4	11.1	12	33.3	16	44.4
Sophomore	2	5.6	5	13.9	7	19.4
Junior	1	2.8	1	2.8	2	5.6
Senior	3	8.3	8	22.2	11	30.6
Graduate	0	0.0	0	0.0	0	0.0
Continuing Education	0	0.0	0	0.0	0	0.0
TOTAL	10	27.8	26	72.2	36	100.0



SUMMER 1986

ETHNIC COMPOSITION OF **TUTORED STUDENTS**

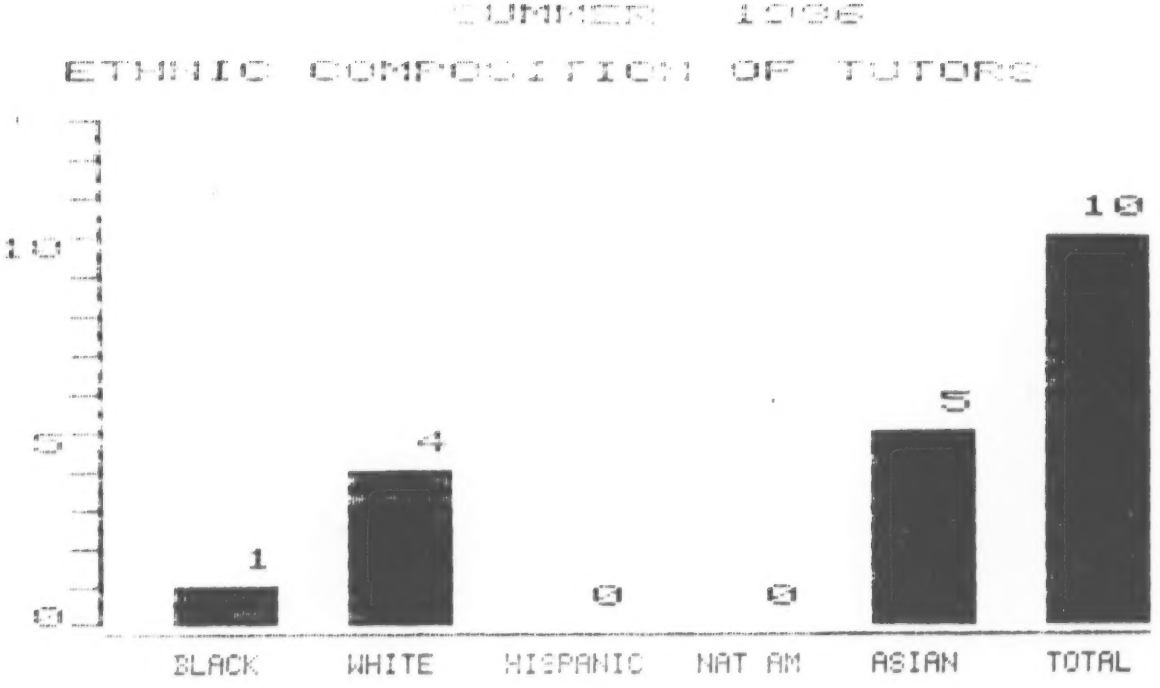
	Male	Male %	Female	Female %	Total	Total %
Black	5	13.9	14	38.9	19	52.8
White	2	5.6	10	27.8	12	33.3
Hispanic	1	2.8	1	2.8	2	5.6
Native American and Alaskan	0	0.0	0	0.0	0	0.0
Asian	2	5.6	1	2.8	3	8.3
Total	10	27.8	26	72.2	36	100.0



SUMMER 1986

ACADEMIC YEAR CLASSIFICATION OF TUTORS

	Male	Male %	Female	Female %	Total	Total %
Freshman	0	0.0	0	0.0	0	0.0
Sophomore	0	0.0	0	0.0	0	0.0
Junior	0	0.0	1	10.0	1	10.0
Senior	1	10.0	2	20.0	3	30.0
Graduate	6	60.0	0	0.0	6	60.0
Continuing Education	0	0.0	0	0.0	0	0.0
TOTAL	7	70.0	3	30.0	10	100.0



SUMMER 1986

ETHNIC COMPOSITION OF TUTORS

	Male	Male %	Female	Female %	Total	Total %
Black	1	10.0	0	0.0	1	10.0
White	1	10.0	3	30.0	4	40.0
Hispanic	0	0.0	0	0.0	0	0.0
Native American and Alaskan	0	0.0	0	0.0	0	0.0
Asian	5	50.0	0	0.0	5	50.0
Total	7	70.0	3	30.0	10	100.0

SUMMER 1986

CREDIT HOURS FOR WHICH TUTORIAL SERVICES WERE PROVIDED

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours Tutored
Aeronautical Engineering			
327	2	1	2
Biology			
105	4	1	4
Chemistry			
103	5	3	15
112	5	1	5
			20
Computer Science			
200	2	1	2
212	3	1	3
			5
Economics			
231	4	1	4
Electrical Engineering			
199	3	1	3
English			
011	3	1	3
101	3	4	12
			15
Mathematics			
011	5	2	10
109	5	5	25
111	3	2	6
123	3	2	6
144	3	1	3
344	3	1	3
550	3	1	3
			56
Mechanical Engineering			
400	4	1	4
Personal Development			
160	3	1	3
Psychology			
111	3	1	3
Spanish			
112	5	3	15
210	5	2	10
			25
TOTAL CREDIT HOURS TUTORED			144

FALL 1985

OPERATION SUCCESS PROGRAM SURVEY

The following is an analysis of the Program Survey for Fall 1985. Fifty-one students completed surveys to evaluate the program. A summary of their responses is given below.

As a result of participation in this Program, I have:	DISAGREE 1	2	3	4	AGREE 5
1. Increased my awareness of my academic strengths and weaknesses.	0	0	9	19	23
2. I got to know about financial services/ obtained information on scholarships.	6	7	9	13	12
3. Become more confident about my educational goals.	0	2	15	14	18
4. Become more aware of my abilities and how they relate to my career plans.	0	2	12	16	18
5. Increased my awareness of university services.	0	1	7	21	18
6. Increased my awareness of self in general.	0	1	10	19	17
7. Asserted myself to a greater extent than before.	0	1	9	22	13
8. Improved my ability to express myself.	4	14	12	18	15
9. Began or continued to develop a set of personal values to guide my life.	1	3	13	22	7
10. Increased my awareness of other people (races, cultures, etc.)	0	2	12	13	19
11. Become more comfortable about continuing my education.	0	0	9	15	22

	DISAGREE 1	2	3	4	AGREE 5
12. Have met new people and have a feeling of belonging.	0	2	9	15	20

13. Received assistance through: They were beneficial to me

1. Tutoring Services	Yes [46]	No [0]
2. Typewriter Services	Yes [6]	No [9]
3. Book loan services	Yes [6]	No [9]
4. Workshops	Yes [8]	No [11]

Question #1

What, in your opinion, was the most beneficial part of Operation Success? How was this helpful to you?

Responses

- Tutors were most beneficial--they help me to do better in my algebra class.
- The help I received through the free tutoring service greatly enhanced my understanding of the material I was studying. It allowed me to reach greater understanding of the subject matter.
- Tutoring services helped me for Writing guide.
- I feel the tutoring services have been the most helpful part of Operation Success. My tutor was always readily available to me and she tried in every way to answer my questions.
- The tutoring services reinforced my knowledge.
- I obtained the help needed to understand an area of education which causes me difficulty on a one-on-one manner. Because I could define particular areas of difficulty where they covered the material too quickly.

- The patience of my tutor with me and my progress in math--let me work at my pace.

- Tutoring helped me to understand the concepts of algebra better.

- Having an understanding tutor who took time out to listen to my problems and be my friend. Because my tutor was so open I felt really relaxed and I learned to open up during tutoring.

- The Native American food sampler. It decreases one's appetite for food and simultaneously increasing one's appetite for knowledge.

- The tutoring service--the hours were very convenient. I understood algebra more than at the beginning of the semester.

- The assistance I received in math helped me to understand problems I had trouble with.

- Tutoring--the additional help was beneficial to understanding the material.

- The tutoring services helped to reinforce what went on in the classroom.

- To help me understand biology better since it's so many details one has to know. It has helped me to understand my class work and the lab (tutor).

- Tutoring was the most important part of Operation Success to me. It really helped me get through Biology and English. I was made more aware of what the instructor expected or was trying to convey.

- Tutoring. Anxiety release.

- Operation Success was beneficial because I was continually encouraged to reach for my goals. It was a help because I needed that extra boost of encouragement.

- Intensive tutorial service. I went up on each test.

- Tutoring and financial were the most beneficial to me.

- The tutoring service-it helped me with my Math 109.

- Having a tutor to accomplish homework with better understanding.

- It's free. I am able to afford it.

- Tutoring was very much beneficial for my algebra course.

- My tutor was very helpful and extremely knowledgeable about the subject. He was very good at explaining the subject matter. Makes me understand the subject <u>much</u> better.

- The help with studies and the use of the typewriter.

- The helpfulness of the staff--friendly and willing to listen and help.

- Just to know that someone was sympathetic to my situation of coming from a background where education had no value at all. It gave me a boost just to have someone say we understand the difficulty you have had; let us help.

- Tutoring services helped me to understand better and kept me up in class.

- The tutoring services that were offered increased my class performance.

- Tutoring services asssisted me in learning how to learn.

- The group support.

- People caring for you, helping you through trying times. I got my schedule together; financial counseling helped.

- The tutoring helps me solve problem areas and move on, so I don't dwell on these problem areas.

- Tutoring helped me to make sure I was doing problems right.

- I was able to obtain tutoring in areas most needed and during times I needed it most, even weekends, if necessary. I'm now passing.

- Preparation for exams; problem skills. In learning how to "think".

- Attitude of help in any area. Reinforcement of self esteem, and acknowledgement of my own ability as a returning student.

- Tutoring helped me with difficulties I had in math.

- Having the test read to me and set hours of study. Controlled my test taking skill and my study habits.

- The most beneficial part is the tutoring service. It helped me understand better about my course.

- It was most beneficial because I had personalized tutoring, one-on-one. I was less inhibited to ask questions on a one-on-one basis.

- There is no charge for tutoring. I work only part-time and have a limited income. The added charge of tutoring would have been too much to handle.

- The book loan and tutoring services were most beneficial to me.

- Tutors were made available to me. I was tutored in regards to my Spanish class.

- The counselors were very helpful in providing information and tutoring is always helpful.

Question #2

What would you change about the program?

Responses

- Seventeen students responded that there is nothing they would change about the program.
- Make students more aware of scholarships.
- More one-on-one services in counseling.
- Offer 4 to 5 days of tutoring for people with everyday classes.
- Keep up the good work! Thanks.
- I can't think of anything to change.
- More tutoring subjects.
- This is an excellent program. I can't think how I'd make changes.
- I would have more student involvement programs.
- Schedule it to my classes.
- Hire more tutors for the people who are on the waiting list.
- Limited time with tutor.
- The time allowed for a student to spend with a tutor.
- More tutoring services.
- I am satisfied with the way in which the program is run now.
- Participation by just a few into participation for many.
- The rough idea that one gets when he or she gets into this program.

Question #3

Will you enroll in the program next semester?

Responses

- Thirty-three responses were YES, the student would re-enroll the next semester.
- Five responses were NO, the student would not re-enroll the next semester.
- Definitely.
- It depends on the classes I will take.

- Probably.

- I hope to re-enroll.

- Certainly, I will re-enroll.

- No, because I foresee no problem with my next semester classes.

- Maybe.

- No, but I will next fall.

- Yes, most definitely.

Question #4

What are your plans for next semester?

Responses

- Tutoring for Calculus II.

- I will be taking 12 hours and work part-time.

- I will continue going to school and work.

- I need tutoring in Biology and English.

- None; I will graduate this semester and serve my military obligations.

- I will take up some classes I need for graduation.

- I will continue going to school.

- I plan to concentrate more on AJ courses for Spring and Summer, then continue with my Spanish next Fall.

- My classes for next semester are Marketing, Social Psy., Women in Social Issues, Int. to Advertising.

- Continue my education is my goal for next semester.

- I plan to continue studying social work.

- I will continue in the nursing program.

- I will continue taking math courses.

- I will take Physiology, Chem. 112, and Sociology.

- I will continue at WSU.

- My courses for next semester will be human anatomy and functions of English.

- I will take statistics.

- I will take managerial accounting.

- This is a very general question; in fact, too general to answer.

- Same as now.

- The same as this semester.

- I plan to take 15 hours. Tutoring in one or more subjects if possible.

- I have enrolled in 15 credit hours. I plan to continue with school.

- I plan to continue going to school to continue my education.

- To enroll in 9 hours next semester. I am hoping to bring my G.P.A. up with the help of the service. I am almost sure I can do it. This will help me decide if I will attend summer classes.

- I've enrolled for classes next semester.

- I am taking one comp. science class and one math class as of now.

- I will take more math and physics classes.

- Enroll in 15 hours of classes.

- Complete all general courses.

- Enroll in 14 hours of classes.

- Enroll in Operation Success again and to help in any way I can.

- Continue my education.

- Attempt the next level math course.

- I have found the tutoring services to be very helpful to me. I hope I can continue to participate in Operation Success.

- Continue in the program.

- I hope to graduate this semester.

- I will be going to school full-time and quit working.

- I'm going to school here next semester and I plan to increase my study skills.

- I will continue my education in Engineering.

- I'm taking 15 hours next semester.

- I will acquire a tutor and do the best I can to better my grades.

- Enroll next semester.

- I will continue my education.

- I will stay and go to school; the same as this one basically.

Comments

- I'm very grateful for the tutoring services it has truly helped more than I can explain here in words.

- I thank Operation Success and my tutor for all of the assistance.

- Please reserve me a good chemistry tutor.

- Thanks for the help.

- I have found the tutoring services to be very helpful to me. I hope I I can continue to participate in Operation Success.

- I have really learned more this semester than expected.

- I want to thank a former Operation Success student for telling me about the program and the program for all the help and assistance academically given.

SPRING 1986

OPERATION SUCCESS PROGRAM SURVEY

Thirty-eight students completed a Program Survey for Spring 1986 to evaluate the Special Services Program. A summary of their responses is given below.

	DISAGREE 1	2	3	4	AGREE 5
As a result of participation in this Program, I have:					
1. Increased my awareness of my academic strengths and weaknesses.	0	0	6	9	23
2. I got to know about financial services/ obtained information on scholarships.	7	1	10	10	8
3. Become more confident about my educational goals.	1	3	5	9	20
4. Become more aware of my abilities and how they relate to my career plans.	0	1	7	13	17
5. Increased my awareness of university services.	2	0	6	11	18
6. Increased my awareness of self in general.	1	0	6	13	16
7. Asserted myself to a greater extent than before.	1	0	7	14	16
8. Improved my ability to express myself.	2	2	5	12	16
9. Began or continued to develop a set of personal values to guide my life.	1	2	1	13	20
10. Increased my awareness of other people (races, cultures, etc.)	0	3	6	8	20
11. Become more comfortable about continuing my education.	1	1	7	7	20

12. Have met new people and have a feeling of belonging.	0	0	4	11	22

13. Received assistance through: They were beneficial to me

1.	Tutoring Services	Yes [36]	No [0]
2.	Typewriter Services	Yes [5]	No [4]
3.	Book loan services	Yes [7]	No [5]
4.	Workshops	Yes [6]	No [5]

Question #1

What, in your opinion, was the most beneficial part of Operation Success? How was this helpful to you?

- I was able to come to a place for help when I didn't know what to do. I got a clearer understanding of the subject.
- The friendly tutoring service makes the students feel more confident about their coursework. I got help on the points that I did not understand in the book.
- Having a tutor available on Saturdays and evenings. It gave me more security in knowing what I can do.
- The tutoring sessions on a scheduled program forced me to keep organized and have specific questions each session.
- The Cultural Spring Fling and tutoring services have increased my awareness of other people and I have met new people and have a feeling of belonging.
- Operation Success helped me develop good study skills which helps a lot in college.
- The tutoring improved my performance.
- The tutoring greatly helped me understand the material.
- The guidance got me on the right track and helped me stay there.
- The tutoring helped with College Algebra. It helped me get through the course whereas it would not be possible.
- The tutoring services helped me gain self-confidence, because calculus professors don't spend enough time explaining.
- Tutoring

- The people always gave me the feeling of belonging. By allowing me the chance to belong, I did not feel so bad about my weaknesses in Math: instead, I had to deal with the problem head on.

- My tutor was good. He taught me what the teacher couldn't otherwise I would have probably failed.

- The tutor, working one-on-one in an area of interest but in which I had minimal skill, made me more confident and I'm doing better.

- Talking to the Counselor helps out a lot. I understand more about the campus and how things run.

- The convenience offered by my tutor. We could always spend as much time as possible on lessons.

- The fact that we have the program available to provide the service. It made me know for myself I could make it with my educational goals and that I wasn't the only person at the campus struggling to make it through the educational maze.

- The tutoring that is made available to students. It helped me to get through my Spanish course.

- It helped me academically to better understand my class.

- The people who run Operation Success are the nicest and most supportive of any organization on campus. Because my tutor was so supportive, it made me feel better about my ability to do well in class.

- It is very beneficial to those who need tutoring. Operation Success made me become more aware of my educational needs.

- To me, the most beneficial has been the tutoring service. It helped me to recall things that I had forgotten.

- Being able to communicate with my tutor.

- The availability of a tutor for immediate help when problems arise so I did not have to wait for help in arriving at solutions.

- It was helping me to get financial aid and the tutoring service.

- My tutor was a good tutor and really tried to help me out.

- Excellent tutoring. It helped me understand my course thoroughly.

- The people involved have a very positive attitude.

- My tutor.

- It was the time that was spent, one-on-one, with my tutor. When I am stuck on a Physics problem, no amount of study help, only the perspective of someone else who has a working knowledge of the subject can help.

- By having a tutor to work with me, one-on-one, I could ask questions more freely than in class.

- The help of a tutor expanded on the lession taught in class. Because I was having the subject matter twice, it helped my understanding.

Question #2

What would you change about the program?

- It's very good this way!!

- More tutors are needed.

- The library needs more Math and Physics "helper" books.

- I would lower croissant prices for students.

- Nothing.

- Give it more money, rather than cutting.

- Financial aid awareness.

- Not a thing, although I suppose there are changes that can be made for improvement at anytime.

- I would give the program more funds.

- I'd make it larger.

- Give more hours of tutoring for each student.

- If the funds were available, I would pay the tutors more to insure the quality tutors stay with the program.

- I have no complaints.

- Job placement program. More tutoring services and more funding for programs.

- I find it quite adequate at this time.

Question #3

Will you enroll in the program next semester?

Twenty-nine students responded yes and two students responded no.

- I gaduate in May 1986.

- Yes, because I need the help.

- It depends on my class schedule.

- Definitely yes.

- If possible.

- Probably not this fall.

- I am not sure if there will be a need.

- No, because I won't be here next semester.

- Not if I graduate in May.

- I don't think so. I will be graduating this semester.

Question #4 - What are your plans for next semester?

- I will continue my education.

- Physics.

- Math 242 (Calculus).

- More. More. More.

- A Fortran programming course this summer.

- Enroll in Operation Success.

- Passing school another semester.

- Fifteen credit hours and tutoring help required.

- Continue on.

- Stay in school and stay with this program.

- To concentrate on my senior year at The Wichita State University.

- Taking two summer courses and working, as usual.

- Making it through this program has really been helpful to me and others. The students need this.

- To take at least 15 hours of classes.

- Study hard, make good grades, and survive semesters.

- I will continue my schooling. I hope to complete my requirements for Spanish this summer.

- Take courses.

- Attend school full-time.
- To complete all of my required courses.
- To attend the university again.
- Try to go on and to my best.
- Tutoring.
- To continue going to school.
- I am taking one class this summer and passing it this time! Study more just on Chemistry.
- Intense core requirements.
- The big thing is the MCAT on September 13. Biology, History, Speech, and probably a 3-hour management course.
- Taking 6 hours this summer and 12 hours next fall.
- To move to Texas.
- Get a job.
- Hopefully working.

Comments:

- I have appreciated Operation Success very much. "Summa Cum Laude".
- Thanks for your help and confidence in me.
- I would like to stay involved in Operation Success after this summer, even though I will no longer need a tutor.
- Operation Success is the best educational program I've been involved in.
- Even if I just get to hang my diploma, I've had fun getting it and I've met so many wonderful people.
- I very much appreciate the tutoring and assistance received through your program.

SUMMER 1986

OPERATION SUCCESS PROGRAM SURVEY

Twenty-four students completed a Program Survey for Summer 1986 to evaluate the Special Services Program. A summary of their responses is given below.

	DISAGREE 1	2	3	4	AGREE 5
As a result of participation in this Program, I have:					
1. Increased my awareness of my academic strengths and weaknesses.	0	0	3	11	9
2. I got to know about financial services/ obtained information on scholarships.	5	2	7	3	6
3. Become more confident about my educational goals.	1	0	0	11	11
4. Become more aware of my abilities and how they relate to my career plans.	2	1	5	8	7
5. Increased my awareness of university services.	0	1	1	12	9
6. Increased my awareness of self in general.	0	1	5	7	10
7. Asserted myself to a greater extent than before.	0	0	2	10	10
8. Improved my ability to express myself.	0	1	4	9	8
9. Began or continued to develop a set of personal values to guide my life.	1	2	5	8	7
10. Increased my awareness of other people (races, culture, etc.).	0	0	5	9	9

	DISAGREE 1	2	3	4	AGREE 5
11. Become more comfortable about continuing my education.	0	0	3	8	12
12. Have met new people and have a feeling of belonging.	0	1	2	8	12

13. Received assistance through: They were beneficial to me

1. Tutoring Services	Yes [13]	No [0]
2. Typewriter Services	Yes [0]	No [2]
3. Book loan Services	Yes [4]	No [2]
4. Workshops	Yes [2]	No [2]

PROGRAM SURVEY COMMENTS

1. What, in your opinion, was the most beneficial part of OPERATION SUCCESS?

To provide a steady private tutor.

To get your goals.

Tutoring sessions.

I met with Deidre, she encouraged me to become more comfortable with my career. I would like to have her as my writing tutor Fall semester.

Tutoring. Without tutoring I feel I would have failed Spanish 112.

Helping me understand and comprehend Algebra 111.

The help in classes.

Dinesh, my tutor!

Getting to be in this program is very beneficial I feel as long as there are people in this world who are willing to help me better my education I'm always willing to learn.

The people care about people.

My tutor.

Positive interactions between tutor-advisor and myself. Good communication of needs and services.

Private tutoring.

That it provided a valuable service to me that I couldn't afford otherwise.

It is very helpful.

Tutoring service (English).

Operation Success helps provide the backbone and push to get me on the right track to a useful education.

Tutoring services.

Tutoring service.

Access to students and materials that will aid me in improving my knowledge and preparation in my major.

My regular meeting with my tutor.

Friendly, warm tutoring service.

How was this helpful to you?

To save time and understand the subject that I was taking.

The extra explanation made material clearer, and constant support reassurance and encouragement from my tutor helped me stay in my class.

It provided me with more opportunities to help myself.

Helped with understanding assignments.

Helped me learn to study.

Feel more confident about expressing myself.

It made me become aware that you have to work hard to obtain your goal.

Raised my confidence in myself and my education.

Gave me the time and assistance needed to pass Algebra.

Helped me to maintain my goal in mind and to encourage my self-timing.

It helped me improve my grade in that area.

I was not another name and number.

I really needed help on my grammar, spelling and punctuation and this program really came in handy so I'm taking advantage of it while I can.

The encouragement and his understanding of problems; excellent attitude!

I needed all the help I could get.

It enabled me to get better grades.

I was able to learn Spanish easier and feel I will pass the class.

I know Algebra, Thermanology and I know how to factor polynomials.

Guide to achieve and more confident.

Lonna was able to follow and help me with my problems during the course.

2. What would you change about the program?

Nothing, I think as long as there are people teaching, there will be students willing to learn.

More get togethers - evenings.

Have a few tutors who speak English.

I would like to spend more time with my tutor.

14 students said that they would not change a thing.

3. Will you enroll in the program next semester?

15 students said yes.

4 students said no.

I don't know yet.

Maybe.

I would if I were going to be here.

Probably.

4. What are your plans for next semester?

To take classes required for graduation.

More schoolwork.

To continue my education and be the very best person I can be because I'm very dtermined.

I plan to take 13 hours of classes.

To study harder.

To relax. Take it easy.

Become a ful-time student with a major in dance.

Attend WSU full-time and work.

Go to college and learn.

To register as a full-time student.

I don't know yet.

To bring my grade point average up and get off probation.

Go to Langston University.

Take advantage of the tutoring service from Operation Success.

I am taking Biology 22B and English 102.

Full-time enrollment.

I will be taking a statistics course.

I'm not sure where I will be but wherever it is I am going to work on campus until I get my residency (if I'm not in Kansas) but I will start again next fall wheneverand definitely see if they have a program like Operation Success.

Attend Jarvis Christian College.

To go to Langston University.

Going to Jarvis College in Texas.

Pursue my degreee in Journalism.

Comments:

I plan on completing.

This is an excellent service!

I've enjoyed being in this program this summer, and I hope I will be able to continue in the fall.

I improved my abilities to express myself, and continue to develop a set of personal values to guide myself.

I sincerely think I would not have made it without the help of my tutor.

Thank you.

Meer is a unique, kind, and a very understanding tutor.

STUDENT WITHDRAWAL REPORT

Fall 1985

Student Withdrawal Reports were administered to each student who indicated that he/she would not be re-enrolling in the program the next semester on the Program Survey. Out of the 51 surveys administered, six people responded "no" to the question concerning re-enrollment. Of those six students, two students (33%) were enrolling in courses in which tutoring assistance was not needed or not offered.

Spring 1986

Nine students out of 38 students who completed the Program Survey indicated they would not be re-enrolling in the program the following semester. Four of these students (44%) were graduating and one student (11%) indicated she was transferring to another college or university. Three students (33%) had made satisfactory academic progress and felt they no longer needed the program services and one student (11%) had died.

Summer 1986

A total of five students out of the 24 who completed the Program Survey indicated that they would not be re-enrolling the following semester. Four of these students said that they would be leaving to attend another school. Only one student felt that satisfactory academic progress was made; therefore would not be utilizing the services the following semester.

SPEAKER EVALUATIONS

On each Friday afternoon, training meetings are held for the tutorial staff. For those meetings when a guest speaker was present, the tutors attending were asked to complete an evaluation to determine the effectiveness of the meeting. A summary of these evaluations follows.

FALL 1985

Diana Kitch - "Handling Student's Personal Problems", September 13, 1985

	LOW 1	2	3	4	HIGH 5
1. Familiarity with topic	1	0	3	3	2
2. Interest with topic	0	0	0	1	8
3. Increase in understanding of what tutoring involves	0	0	3	4	2
4. Increase overall knowledge	0	0	1	3	5
5. Increase in tutoring skills	0	1	3	2	3
6. Physical setting	0	0	0	1	8

COMMENTS:

Keep it up, that was good.

John Gaston - "Cross Cultural Communication", September 27, 1985

	LOW 1	2	3	4	HIGH 5
1. Familiarity with topic	0	0	2	4	2
2. Interest with topic	0	0	0	1	7
3. Increase in understanding of what tutoring involves	0	0	2	3	3
4. Increase overall knowledge	0	0	1	1	6
5. Increase in tutoring skills	0	0	2	3	3
6. Physical setting	0	0	1	2	5

COMMENTS:

None

Deema de Silva - "Body Language"
October 20, 1985

	LOW 1	2	3	4	HIGH 5
1. Familiarity with topic	0	3	0	5	1
2. Interest with topic	0	0	1	1	7
3. Increase in understanding of what tutoring involves	1	1	3	2	2
4. Increase overall knowledge	0	0	2	3	4
5. Increase in tutoring skills	1	0	3	3	2
6. Physical setting	0	0	1	3	4

COMMENTS:

Let's do it again--soon! A jolly good job, well done.

Makes one more aware of one's stances.

Sue Burdette - "Studying Tips and Test Anxiety"
November 1, 1985

	LOW 1	2	3	4	HIGH 5
1. Familiarity with topic	0	0	3	2	1
2. Interest with topic	0	1	1	2	2
3. Increase understanding of what tutoring involves	0	1	2	2	1
4. Increase overall knowledge	0	0	2	3	1
5. Increase in tutoring skills	0	0	2	1	3
6. Physical setting	0	0	2	3	1

COMMENTS:

None

Bruce Ingmire - "Instructional Services"
November 8, 1985

	LOW 1	2	3	4	HIGH 5
1. Familiarity with topic	0	0	3	4	0
2. Interest with topic	0	0	2	0	5
3. Increase understanding of what tutoring involves	0	0	1	3	3
4. Increase overall knowledge	0	0	2	4	1
5. Increase in tutoring skills	0	0	1	3	2
6. Physical setting	1	1	1	1	3

COMMENTS:

Too cold in room; Good interaction.

Dr. Ann Sweeney - "Stress"
December 6, 1985

	LOW 1	2	3	4	HIGH 5
1. Familiarity with topic	0	1	1	1	1
2. Interest with topic	0	0	0	1	3
3. Increase understanding of tutoring involves	0	0	2	1	1
4. Increase overall knowledge	0	0	0	2	2
5. Increase in tutoring skills	0	0	2	0	2
6. Physical setting	0	0	0	2	2

COMMENTS

Good topic. Helped me a lot.

Tutor Training/Orientation
January 25, 1986

	LOW 1	2	3	4	HIGH 5
1. The introductory exercise	0	0	0	3	5
2. Discussion on forms/procedures	0	0	0	4	4
3. Role playing session	0	0	0	1	7
4. Small group discussion on retention	0	0	0	1	7
5. Overall evaluation of training	0	0	0	2	6

COMMENTS:

I wish we can discuss some of the things that were covered today more often. Not just during orientation/training sessions, because it was very interesting and informative and I was able to take some of my frustrations out.

More informative than the last one.

Deltha Colvin - "Retention and Persistence"
January 31, 1986

	LOW 1	2	3	4	HIGH 5
1. Familiarity with topic	0	1	2	4	2
2. Interest with topic	0	0	0	2	7
3. Increase understanding of what tutoring involves	0	0	3	3	3
4. Increase overall knowledge	0	0	0	6	3
5. Increase in tutoring skills	0	1	2	4	2
6. Physical setting	0	0	2	1	6

COMMENTS:

Ms. Colvin was very patient in dealing with bitter feelings--a can of worms, if you will--which are associated with this problem, euphemistically referred to by our Administration as "Retention".

The answers given were somewhat informative.

Dr. Michael Tilford & Gayle C. Veltman -
Graduate School and Testing
February 21, 1986

	LOW 1	2	3	4	HIGH 5
1. Familiarity with topic	3	1	2	2	4
2. Interest with topic	2	1	3	2	3
3. Increase understanding of what tutoring involves	5	1	2	1	0
4. Increase overall knowledge	1	1	4	3	2
5. Increase tutoring skills	4	1	2	0	1
6. Physical setting	0	0	4	1	6

COMMENTS:

None of the questions were answered. (My opinion).

I hope we didn't make him take anything personally.

I was singularly impressed by how few answers he could give. His PR made me feel the graduate school is something I am not interested in.

Completely worthless--the information was necessarily general and therefore not of much value.

Janelle Kaufman and Bernie Cummins--
Tour of Career Placement Office
March 28, 1986

	LOW 1	2	3	4	HIGH 5
1. Familiarity with topic	0	2	2	2	1
2. Interest with topic	0	0	1	1	5
3. Increase understanding of what tutoring involves	1	1	2	2	1
4. Increase overall knowledge	0	1	0	3	3
5. Increase tutoring skills	1	0	1	4	1
6. Physical setting	0	0	1	1	5

COMMENTS:

This was the most productive tour (meeting) that I have encountered so far.

Very informative; I never knew that so much was involved with that area.

Nancy McKellar--Anxiety During Tutoring
April 11, 1986

	LOW 1	2	3	4	HIGH 5
1. Familiarity with topic	0	2	0	3	1
2. Interest with topic	0	0	1	1	4
3. Increase understanding of what tutoring involves	0	1	0	3	2
4. Increase overall knowledge	0	1	0	2	3
5. Increase tutoring skills	0	1	0	3	2
6. Physical setting	0	0	3	1	2

COMMENTS:

Pretty Good!

SPRING 1986

TUTOR PERCEPTION SURVEY

The Tutor Perception Survey was administered to the Tutors at Operation Success during the Spring 1986 semester to collect data on their general feelings about working at Operation Success. The following is a summary of their responses.

INITIAL ACCESS TO OPERATION SUCCESS -

Question 1. Why did you initially think of joining Operation Success as a Tutor?

(4) Four tutors answered (a), convenience of working on campus.
(5) Five tutors answered (b), advantage of keeping in touch with academic material while tutoring.
(3) Three tutors answered (c), convenient way of earning some money.
(1) One tutor answered (d), possibility of enhancing one's confidence.
(2) Two students answered (e), potential advantage of future job opportunities.

Comment: I enjoy tutoring.

EXPERIENCE AS A TUTOR-ADVISOR -

Question 2. What have been your most satisfying experiences regarding your experience as a response to each question.

a) Seeing a student of yours learn study skills. (8) Eight tutors said yes. No one said no.

b) To see students get better grades. (8) Eight tutors said yes. No one said no.

c) To experience seeing the growth of a student in comprehension, concentration, and learning. (7) Seven tutors said yes. (1) One tutor said no.

d) To observe a student increase his/her interest in academic work as he/she experienced success in college work. (7) Seven tutors said yes. (1) One tutor said no.

e) I feel appreciation and a sense of positive accomplishment when a student mentions that I assist him/her. (8) Eight tutors said yes. No one said no.

f) To have been able to offer some counseling as a peer or even act as a 'C' sounding board, to a student with a personal problem. Comment on how effective you felt you were in this capacity. (6) Six tutors said yes. No one said no.

Comment: To see them integrate what they memorize.

I feel I would have done a better job if the student gets a good grade and learn the material.

Very much so.

I have felt more effective in this area this semester. it is still hard to keep the students from getting depressed when they do not feel they are getting anything out of the class.

Not real affective; some more family related and more deep rooted.

Pretty.

Very effective.

I feel somewhat effective.

Question 3. In your own perception, what disappointments have you experienced?

a) To observe students who are not motivated to study. (7) Seven tutors said yes. (1) One tutor said no.

b) To have students not show up at the contracted time, often without notice. (4) Four tutors said yes. (4) tutors said no.

c) To observe students who are not enthusiastic about academic achievement. (5) Five tutors said yes. (3) tutors said no.

d) To observe students' inability to perceive the importance of academic achievement in their future job opportunities. (5) Five tutors said yes. (3) Three tutors said no.

e) To observe students who want merely to obtain a "passing" or a "C" grade (comment on frequency or lack of it). (6) Six tutors said yes. (2) Two tutors said no.

Comment: Some only feel that passing a class only require the minimal effort. However, they fail to understand what they comprehend now can be a valuable asset in future classes.

Moderately frequent.

This occurs regularly with required courses.

Several students feel that Algebra is more of a punishment than a class.

Question 4. As a Tutor-Advisor, you may have experienced some personal growth and development. Comment on the following:

a) I feel that I have more confidence in dealing with people, having seen that I have strengths that can influence growth in my students. (8) Eight tutors said yes. No one said no.

b) I feel that I have developed/enhanced leadership qualities during my time as a Tutor-Advisor. (7) Seven tutors said yes. (1) Tutor said no.

c) I feel that I gain inner satisfaction from being able to assist others who have not had the same advantages I have had so far in life, and that I may have been instrumental in enhancing their academic work. (6) Six tutors said yes. (2) Two tutors said no.

d) Looking back at the tutorial process, my contributions to the program have been of a positive nature (please enumerate). (7) Seven tutors said yes. No one said no.

e) I feel that my contributions are worth more than I am paid for. (6) Six tutors said yes. (2) Two tutors said no.

Comment: Very much so.

I do not feel I had any advantages that they did not have.

I didn't have any of these advantages.

I have come to all my sessions with enthusiasm even when I know the student does not want to be there. I have tried to participate in other Operation Success activities when possible.

High recommendation of Operation Success by previous students because of good course guidance.

It showed on the students' evaluations and mid-term reports.

But I got self satisfaction instead.

TRAINING TO BE A TUTOR-ADVISOR -

Question 5. The Training Program

a) The initial training I received when I entered the program as a Tutor-Advisor was: (6) Six tutors answered adequate. (1) One tutor answered inadequate.

b) As time progressed, I learned the process of tutoring:

(4) Four tutors answered, from other experienced tutors.
(3) Three tutors answered, from asking questions of the Counselors.
(5) Five tutors answered, from brief orientations or conversations with Counselors.
(2) Two tutors answered, from observations of the experienced tutors.
(4) Four tutors answered, at the weekly Friday meetings.

Comment: I felt well prepared for tutoring with the training I had.

Needs more tutors involved during orientation.

Tutoring others on my own before I worked here.

From talking with experienced tutors, trial and error.

From listening to students problems and concerns.

By trial and error method with students.

Question 6. The weekly meetings were targeted to not only enhance the tutor's role in the job capacity but also to enhance the personal growth of the tutors. With this in mind answer the following:

a) I would have preferred more speakers who gave me insight into "How to be an Effective Tutor." (3) Three tutors answered yes. (4) Four tutors answered no.

b) In addition to the above, "How to be an Effective Peer Counselor." (5) Five tutors said yes. (2) Two tutors said no.

c) The weekly meetings had featured speakers that enhanced my perspective on:

(4) Four tutors answered, The Wichita State University instructors.
(5) Five tutors answered, some tips on how to be an effective tutor.
(3) Three tutors answered, some methodology of teaching (The Wichita State University professors speak on their teaching methodologies).
(3) Three tutors answered, my overall awareness of campus activities (announcements by persons who were involved in campus activities).
(2) Two tutors answered, campus services (health, dental).
(3) Three tutors answered, information useful to my future (i.e., resumé writing).

Question 7. Fringe Benefits

The Program Director often raises funds in order to provide some fringe benefits for the tutors. What are your perceptions of these benefits to you?

a) It is nice to be remembered on my birthday and I have positive feelings when we have a cake, card, etc. (6) Six tutors answered yes. (1) One tutor answered no.

b) I feel a part of the program. The staff recognizes my services as valuable, and I receive positive remarks from our speakers. (8) Eight tutors answered yes. No one answered no.

c) In the process of assisting peers, my awareness of future goals has become wider, and being on the tutorial staff has enhanced my self-assurance and self-esteem. (8) Eight tutors answered yes. No one answered no.

Comment: I wouldn't know.

Feeling of being part of a family.

It makes me feel appreciated and wanted.

Most definitely.

At first I thought it was just cornball but now it's real cool.

Doesn't matter.

The staff is the friendliest group of people I have met on this campus.

Give confidence when my communication skills are more developed especially in the process of translating my thoughts and knowledge to the students.

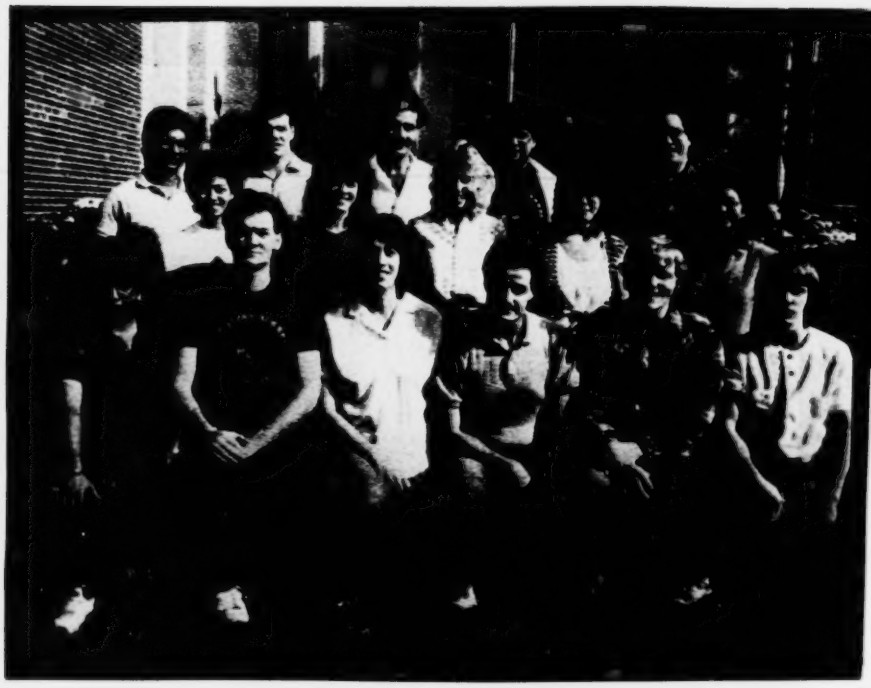
Somewhat.

PART IV

Photo Album

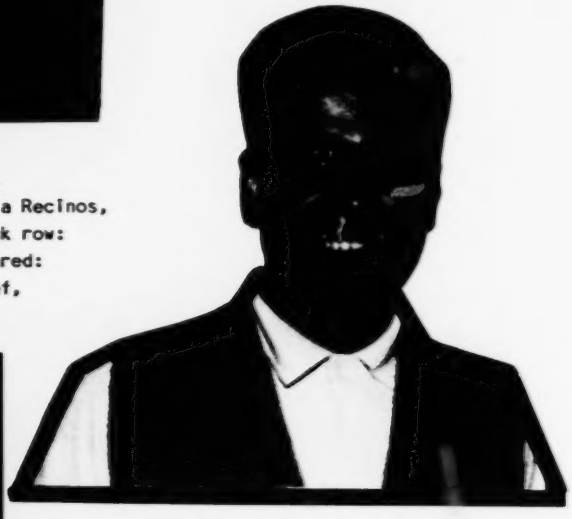
of

Operation Success



Front row: (L to R) Dinesh Sharma, Jay Graham, Lonna Bockelman, Khoder Farhat, Bill Unsderfer, Stanley May. Second row: Hercilla Recinos, Sherridyn Myers, Shellie Krug, Angie Multer, Deema de Silva. Back row: Alan Pinto, Steve Chakron, Jamal Ghanoui, Larry Ramos. Not pictured: David Frerichs, Meer Hossain, Hao Nghiem, Faeq Shaikh, Ali Youssef, Lee Starkel.

(Above) Jamal Ghanoul is working with an Upward Bound student. He tutors in math and mechanical engineering. The wall behind him has the names of Operation Success Graduates.



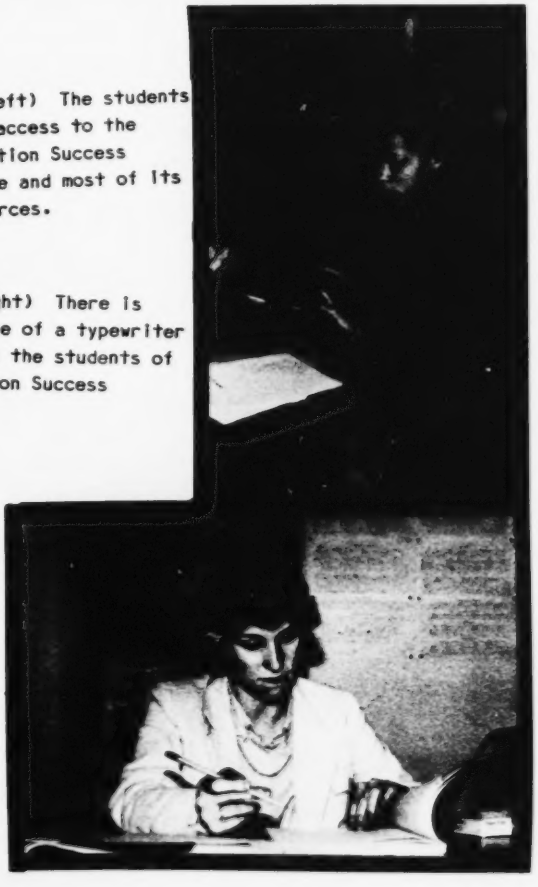
(Above) Faeq Shaikh has been with Operation Success for 14 semesters. He tutors in math and engineering. He has graduated with his Masters Degree in May of 1986.

(Above) Assistant Dean of Student Special Programs in discussion with former Director of Operation Success, Mr. Mario Ramos. Mr. Ramos left to attend law school.

(At right) Clara Freund is the Graduate Research Assistant at Operation Success. In August of 1986 she will be moving to Texas where she will be teaching at St. John's Elementary School. She will be teaching 6th, 7th, and 8th grade mathematics.

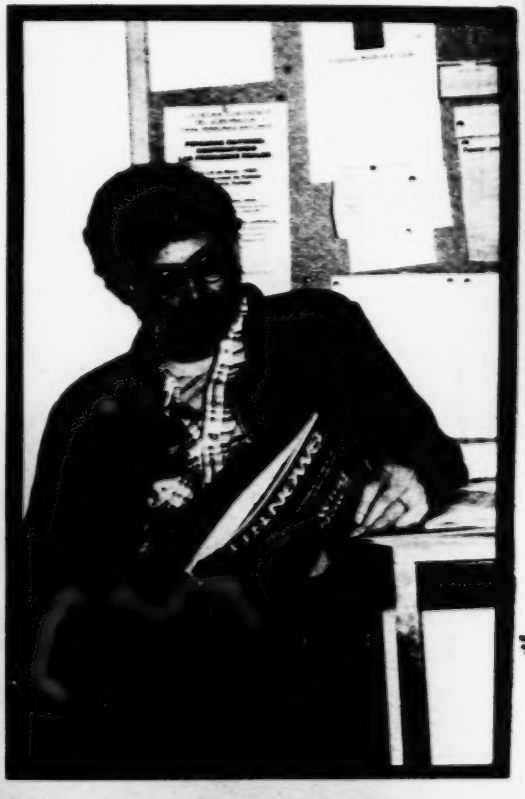
(At Left) The students have access to the Operation Success office and most of its resources.

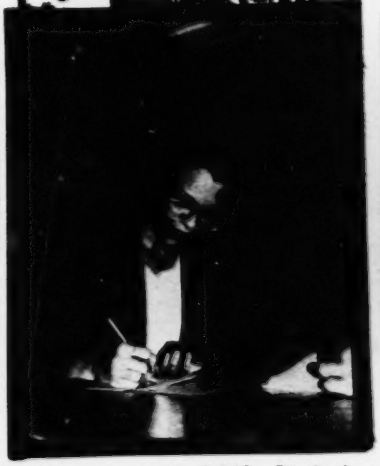
(At right) There is free use of a typewriter for all the students of Operation Success



(At right) Operation Success also has a book loan program, which allows students to borrow books from the office for a semester instead of buying the book.

(Above and below) The office is also open for students to come in and just relax. Free reading material is always provided.





(Above and at right) Students are always welcome to come in and use the office as a study room while they are on campus.

(Above) The tutors work one-on-one with the students. They offer academic and personal counseling.

(Above) The tutors also come into the office to relax between classes and tutoring sessions.

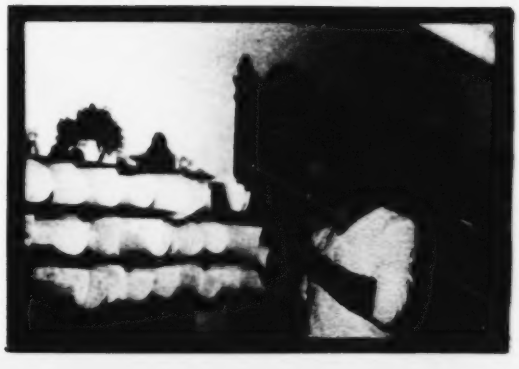
"TRIO" PROGRAMS: UPWARD BOUND
TALENT SEARCH
SPECIAL SERVICES

TRIOMEMO

TO: Whomever It May Concern
FROM: Anonymous Tutor at last Friday's meeting
DATE: 11/22/85
RE: Tutor Qualifications/Requirements

Requirements for a (weird) job at Operation Success

1. Must have been declared legally insane (preferrably committed at least once).
2. Must like to wait for 15 minute intervals of time.
3. Must receive gratification from poverty.
4. Must enjoy filling in blank spaces or lines repeatedly.
5. Must be willing to party at the drop of a hat. (Thud!)
6. Must be willing to play hide and seek to find weekly staff meetings.



(At right) Tutors must sign in at the office each day. This way the counselors know that the tutors pick up any messages at least once a day.

(At left) Each tutor has a mail box in the Operation Success office so that their students and the counselors can easily access them.

(At left) Joe Brand, Deema de Silva, and Clara Freund work together on the Research and Evaluation Component.

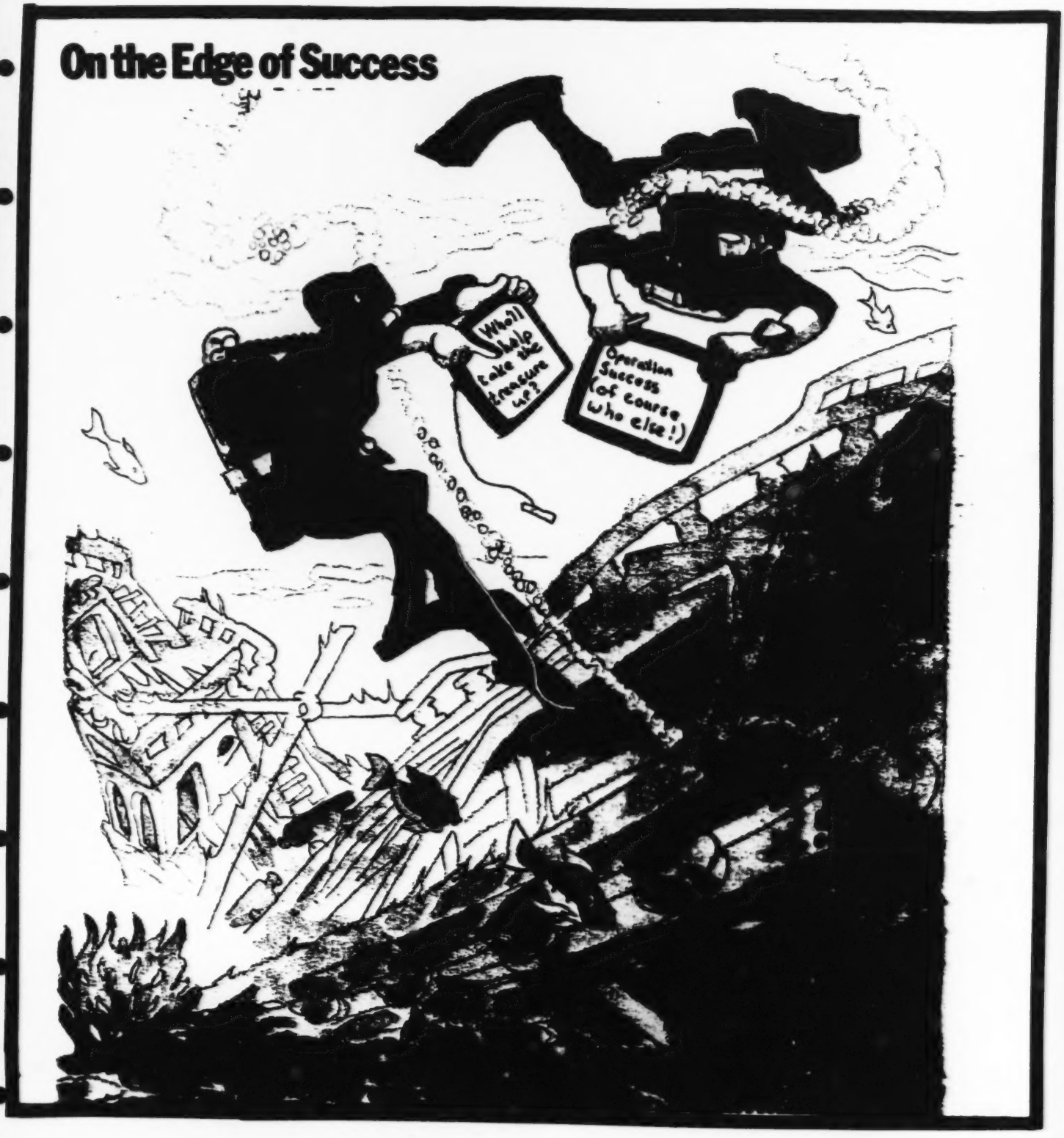
(At right) Deema de Silva takes time to counsel a student.

(At left) Deema de Silva and Clara Freund are hard at work on the Research and Evaluation Component.

(Above) As a cultural event Deema de Silva took Pam Krug, Hercilia Recinos, Audrey Krug, and Michael Sweany to the Kansas Cosmosphere in Hutchinson, Kansas.

(Below) Hercilia Recinos, the Program Secretary and editor of the monthly nwesletter, is always ready to assist the students and the other staff members.

(Be - The students are encouraged to make monthly schedules to help them stay better organized.

(Above) Student Assistant Audrey Krug gets a surprise cake for her birthday.

On the Edge of Success